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COURSES OF STUDY IN FOREIGN LANGUAGES

PUBLICATION No. 188

COURSES OF STUDY
IN
FOREIGN LANGUAGES
FOR THE
HIGH SCHOOLS
OF
NORTH CAROLINA



Issued by the
State Superintendent of Public Instruction
Raleigh, North Carolina

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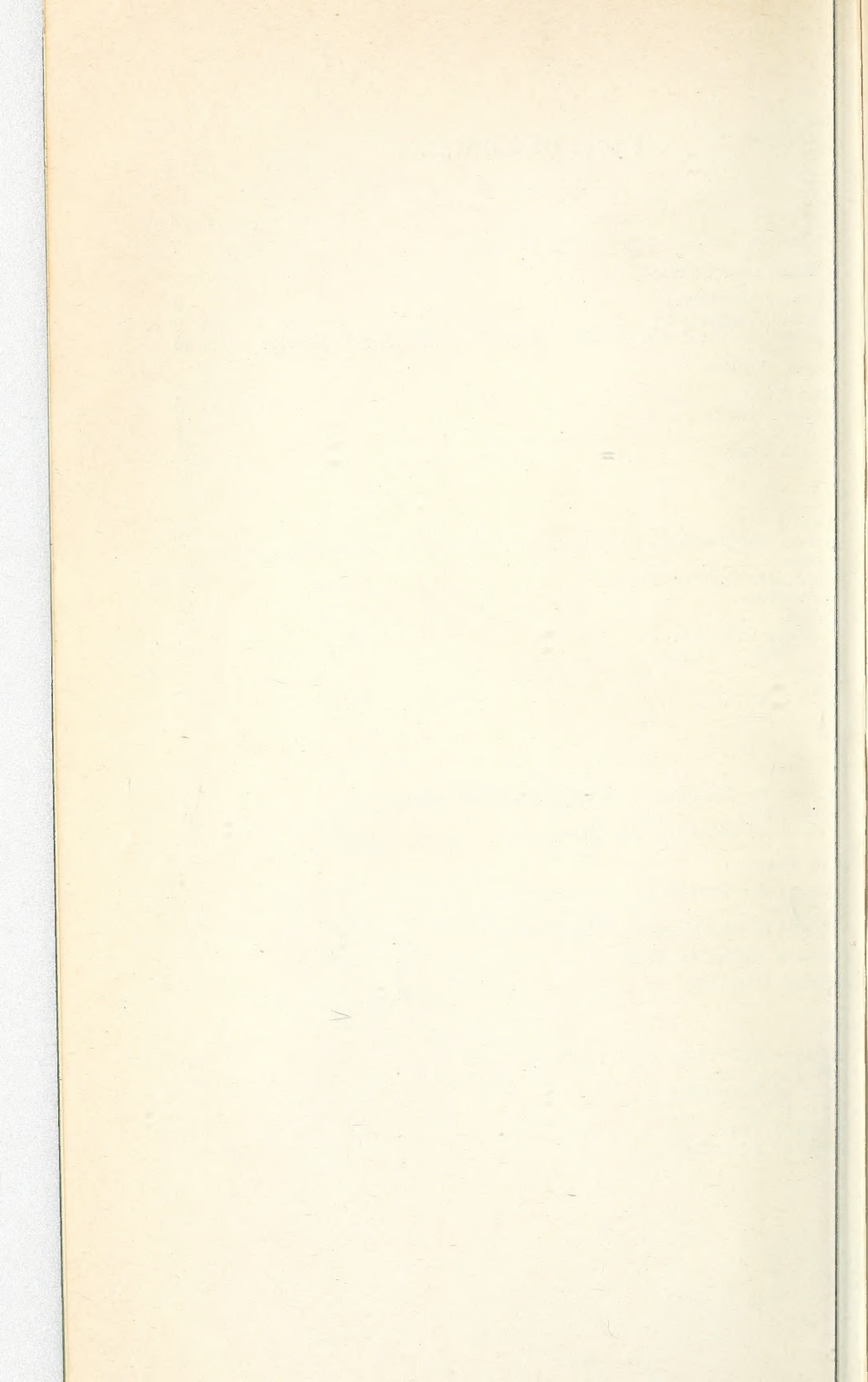
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PREFACE

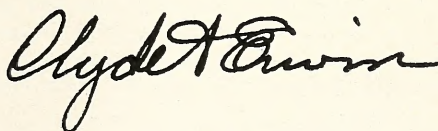
These courses of study in Foreign Languages are the result of the study, work and experience during the past two years of:

1. Teachers of Foreign Languages throughout the state.
2. Special State Committees on Foreign Languages.
3. A summer school curriculum course.
4. The State Department of Public Instruction.

They represent, therefore, a cooperative endeavor and are outcomes of the General Curriculum Construction Program in which the state has been engaged.

The bulletin is presented to teachers of Foreign Languages with the hope it will prove helpful to them in carrying on their work, and with the thought that it may serve as the basis for further study and refinement in this field of education.

I desire to express my personal appreciation to all those who have participated in this work. Space does not permit carrying the names of those individuals who have contributed so generously of their time, energy and means. It is hoped they may feel partially rewarded through the satisfaction of having rendered this service to the State and through a measure of individual professional growth resulting from this experience.

A handwritten signature in cursive script, reading "Clyde T. Ewin". The signature is written in dark ink and is positioned above the title of the signatory.

State Superintendent of Public Instruction

November 15, 1935.

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FOREIGN LANGUAGES FOR HIGH SCHOOLS

LATIN

INTRODUCTION

This Latin course of study has been made under the direction of the State Latin Association in cooperation with its member teachers, the North Carolina Education Association, and the State Department of Public Instruction. A large number of Latin teachers engaged in teaching the strictly two-year, three-year, or four-year high school course have discussed their ideas with many college teachers and have produced this *tentative* course which the State Committee on Latin believes is satisfactory. At all times the committee has been guided in general by the following purposes: (1) to suggest a course in accord with the most recent investigation and successful teaching in the field of Latin, keeping a proper balance between the two, with the *Report of the Classical Investigation*, which has been accepted by the Association of Colleges and Secondary Schools of the Southern States as the chief source of material; (2) to compile the *minimum* requirements for a course of study, giving to the individual teacher ample opportunity to go beyond the required items herein included; (3) to arrange a course that will be practical for either the small high school with only two years of Latin or for the large high school with four, and will be valuable to all types of pupils who elect Latin.

Since the number of Junior High School Latin classes in the state is comparatively small, no provision has been made for a course in Junior High School Latin. Teachers wishing more adequate information upon such courses are referred to the *New York Tentative Syllabus in Ancient Languages* (1928 Revision), which can be obtained from the State Education Department at Albany, and to the North Carolina State Department of Public Instruction.

Attention should be called to two considerations of importance to teachers of Latin. First, in the majority of schools in this state, Latin is taught for two years only. Second, for the present at least, it is necessary to make adjustments to an eight months term. In view of these facts the following cautions seem advisable:

1. The amount of work to be covered should be adjusted to conform to the time available.
2. The two years of work in Latin should no longer be looked upon as primarily a period of preparation for more advanced work in this field. They should be made practical and worthwhile in themselves.

The procedure suggested below will be found helpful in working towards this goal:

- (1) The study of formal syntax and of inflections should be limited to fit the actual needs of the pupil.
- (2) Latin reading material of moderate difficulty should be used. The translating and reviewing of a large amount of fairly easy Latin is considered by many teachers to be more effective than the devoting of the time to memorizing a larger number of inflectional forms, to a more detailed study of syntax, and to the translation of passages which are really beyond the powers of the average first year and second year student. The selections for reading should have a content of

ethical and cultural value so far as possible. It is also desirable that the nature of the vocabulary involved should influence the choice of reading material, i.e., the vocabulary should be rich in Latin words from which English words in general use have come.

- (3) The study of the meaning and derivation of English words of Latin origin should be given systematic attention. Every effort should be exerted to make this phase of the work practical and interesting.
- (4) The most common myths should be studied (in English) for their own sake, and as background for English literature.
- (5) The reading of portions of Roman authors in English translation should form a definite part of the program. Selections should be chosen which are of interest to the pupil and which tend to make clear the debt which modern civilizations and literatures owe to Greece and Rome.
- (6) From the beginning there should be a systematic study of the background of Roman life and customs.

The committee acknowledges its indebtedness to the New York Syllabus and to the Iowa and Pennsylvania courses of study for ideas incorporated herein.

THE FOUR-YEAR COURSE

Aims or Objectives

Immediate Aims. The primary immediate objective which underlies the entire process for each year of Latin study is progressive development of the power to read and understand Latin. This involves an increasing mastery of correct Latin pronunciation, of a selected vocabulary, and of essential inflections and syntax. Closely connected with these are the ability to read easy Latin at sight, to translate English sentences into Latin, and to understand both Latin and English word formation and derivation. The relative emphasis to be attached to these elements year by year will depend upon the contribution which they may make to the ability to read and understand Latin or to the attainment of certain of the ultimate objectives.

Ultimate Aims. The following list gives the ultimate objectives which are regarded as valid for the four-year course. At this point the statement should be made that in actual teaching practice it is impossible to separate the immediate and ultimate aims of Latin; the attainment of both will inevitably be going on at the same time. It is likewise impossible to indicate the exact order in which presentation and mastery of the ultimate objectives should be stressed, since different texts emphasize these aims at varying times or in different years of the course. The individual teacher should choose the time, in connection with the text in use, to stress the following ultimate objectives in the various years of the course:

1. Increased understanding of those elements in English which are related to Latin, the acquisition of a larger English vocabulary and a more accurate use of English words derived from Latin.
2. Increased ability to read, speak, and write English, including a better understanding of the fundamentals of English grammar.
3. Development of an historical and cultural background, with an increased knowledge of the life and institutions of the Romans and of their influence on our present civilization.

4. Development of correct mental habits, such as the power of careful observation, comparison, analysis, reasoning, and judgment.
5. Development of right attitudes toward social situations, "honor, service, patriotism, self-sacrifice, etc."
6. Increased ability to learn other foreign languages.
7. Elementary knowledge of the simpler general principles of language structure.
8. Development of literary appreciation.
9. Improvement in the literary quality of the pupil's written English.

NOTE—The objectives listed are based in general upon those found on pages 79-82 of *The Classical Investigation, Part I, General Report, Abridged Edition*, copies of which may be obtained from the American Classical League, New York University, University Heights, New York, N. Y. Price, 35c.

General Suggestions

The Assignment. It seems to be the opinion of the more successful teachers that in the matter of the assignment there should be maintained a proper balance in oral work, written work, and "sight" work. The New York Syllabus states that "Effective results in Latin teaching demand both intensive study of definitely prescribed passages and systematic practice in sight work." No definite rule can be laid down in regard to the length, type, or amount of the assignment, nor should any teacher follow any set regulation in this matter; in prescribing the work the teacher should, in general, be guided by the ability of the class, the text in use, the length of the class period, the degree of mastery shown by the class, the interest exhibited, and the frequency of occurrence of the material under consideration. The teacher may be able to teach in forty minutes on one day material much more difficult than could be presented in an hour on another day. A good assignment should be planned in advance, should be definite, arouse curiosity and create interest, remove difficulties that are beyond the pupil's unaided power, and make apparent the correlation between Latin and English.

Pronunciation. Adequate time should be given to teaching the proper pronunciation and the reading of Latin with expression. Correct pronunciation is to a large extent learned by imitation. The teacher should make it a practice, in assigning the advance lesson, to pronounce for the class, and have repeated by them, the words and forms of the new vocabulary. This helps the pupil to learn the words through the ear as well as through the eye. Another function which the proper pronunciation and reading of Latin should perform is that of aiding the pupil to get the sense or content of the sentence or passage *without the process of translation*, thus developing in him the power to *comprehend* Latin at sight. Sufficient emphasis should be placed upon this aspect of the teaching of Latin.

Forms and Syntax. New forms and principles of syntax are so closely related that they are here considered together, just as they are frequently presented together in the lessons in high school texts. It is better for the pupil to meet a new form or principle of syntax in a sentence where its use may be observed as related to the whole; in this way the new form or principle is taught inductively, after which the rule may be stated and learned. However, many teachers use successfully the deductive method, by which the rule is learned first and then the applications are illustrated. When new inflectional forms are assigned for study, they should be pronounced and an

explanation of similar or different forms should be made. Likewise new principles of syntax should be illustrated before assignment for mastery. The study of the forms and the use of the relative pronoun afford a good opportunity for such a procedure.

Memorization of certain fundamental forms and syntactical principles should be insisted upon until recall is practically automatic, for without this basic knowledge there can be no consistent, clear understanding of the exact meaning of the passages read. On the other hand, care must be taken to prevent the syntactical work from becoming too technical. The important point about a Latin construction is not its technical name (which at best is merely a matter of convenience), but its significance. There is need for repetition and drill until the pupil can recognize the construction and translate it correctly. After that, it is unnecessary, except at intervals, to ask for an explanation of the construction unless it has been mistranslated. Attention should constantly be given to the fact that English grammar and Latin grammar are similar in many respects.

Vocabulary. The systematic study of vocabulary should begin the first week of the first year and continue throughout the course. To trust to chance in this matter is an enormous waste. As a general rule words should be taught in the order in which the pupil will meet them in his reading. To this general rule there are two exceptions:

1. Compounds and derivatives are often learned more economically at the time at which the simple word is learned, or soon after; for instance, after *cipio* has been presented the pupil can easily learn *accipio*, *incipio*, *recipio*, *intercipio*, *captor* and *captivus*.

2. Words which, because of similarity of form, are likely to be confused, may be learned together, even though one or more of them may not occur in the pupil's reading until later; for example *ager*, *agger*, and *aeger*; *paro*, *parco*, and *pario*. However, many teachers prefer making these comparisons as the words occur in the reading rather than in anticipation of their use.

Latin words should be mastered; they should be *taught*, not merely assigned. To accomplish this purpose the teacher should employ a variety of methods. The following have been found effective: the building of Latin words on other Latin words; discovery of the meanings of new words from the context, from related English words, from related Latin words, before consulting the vocabulary; the teaching of English derivatives along with the vocabulary of the lesson; emphasis upon Latin words of particularly frequent occurrence, such as *mitto*, *pono*, *video*, *omnis*, *oppidum*, etc.; mastery of the nominative, genitive, gender and meaning of a noun, the principal parts and meaning of a verb, etc., as the forms are given in the vocabularies; and frequent oral reviews which repeat and fix the words, their forms and meanings.

In the study of a language words are the tools with which the learner must work; no progress can be made without them. Memory work is essential in the mastery of vocabulary; it is facilitated by functional presentation. The study of words should be made an interesting part of the work for the pupil.

Word Study. For its vocabulary the English language has borrowed from practically every language, and the majority of the borrowed words are, directly or indirectly, of Latin origin. Therefore the study of Latin

word-formation and English word-derivation should be closely correlated. Many teachers vitalize new vocabularies by emphasizing English derivatives from Latin; others prefer the systematic mastery and application of simple rules for English compounds and derivatives from Latin. There is no general rule for this phase of the work, since there are probably as many good methods as there are successful teachers. Two principles should be kept in mind; there should be conscious effort on the part of the teacher to show the relationship of the English vocabulary to the Latin; and the words used to illustrate this relationship should be chosen according to their importance and frequency of occurrence. The general bibliography for this course of study contains helpful references on this topic.

Latin Reading. The chief immediate objective in the study of Latin is the ability to read and understand Latin. Opinions differ as to the relative emphasis which should be placed upon intensive study of definitely prescribed passages and upon systematic practice in sight work. Both procedures are used successfully by teachers. However, investigations of experiments and teaching practice seem to indicate that the natural approach to the translation of a Latin passage should involve complete comprehension of the content or story at sight, followed by translation at sight. The material should then be assigned for *intensive study* for the following day. The Report of the Classical Investigation, p. 191, states: "We recommend that practice in comprehending Latin at sight be included in the work of every recitation." Such a method of attack would mean that from the very beginning of Latin study, the pupils would use the *Latin-Word-Order* method.

The Latin-Word-Order method embodies in general the following principles:

1. Reading aloud in Latin the sentence or passage, with the primary idea of getting the general thought.
2. Consideration of the sentence or passage first in the *Latin order with division into thought groups*, either phrases or clauses.
3. Weighing the possibilities of a word, using elimination and reasoning processes to get the proper shade of meaning.
4. Sensible guessing from the context or from related English words as to the meaning of a new word.
5. The use of *comprehension at sight*, which aims only at the thought of the passage, and of its logical complement, *translation at sight*, without unnecessary recourse to the vocabulary.

The proper training of pupils from the first day of Latin in correct methods of attacking translation will tend to do away with excessive use of the vocabulary. Translating Latin orally into idiomatic English should be required throughout the course. The use of short questions and answers in Latin and of short sentences in Latin read aloud by the teacher, which the pupil comprehends or translates without the book is beneficial, especially with beginners. Writing Latin from dictation is valuable for pronunciation and training of the ear. Oral work should be brief, well planned, and stimulating.

Prose Composition. The chief function of Latin writing should be to assist in fixing vocabulary, forms, and grammatical principles in the minds of the pupils. The exercises should be based on the passages, vocabularies, con-

structions, and stories being studied at the time. One method in first year work is the completion sentence. Some teachers recommend that full sentence translations should not be attempted until the second semester. Short test sentences, based on the construction being mastered, are effective. Much of the unsatisfactory work in prose composition can be eliminated if the teacher uses sound pedagogical principles in assigning the new lesson. The old method of assigning as homework, without explanation or assistance, sentences to be translated into Latin is unsound in principle and unsatisfactory in practice. The teacher should emphasize in advance the rules of syntax involved, and require all pupils to write out the sentences assigned and to study them thoroughly in anticipation of reproducing the translation without references.

Latin sentences need not be long and involved to illustrate difficult principles of syntax. Even in the first year, with restrictions of vocabulary, inflections, and syntax, there should be an element of interest in the passages to be translated into Latin. In the second and third years the possibilities are greatly increased, when Latin passages are constantly at hand to be changed into direct discourse, indirect discourse, different ways of expressing purpose, etc. In the fourth year when the amount of reading required is greater, there will be little time for composition.

Collateral Reading. In the study of Latin it is desirable that the pupil should read widely about Rome and the Romans. The Report of the Classical Investigation, p. 133, says: "Such reading should develop naturally from the contacts established through the content of the Latin reading material itself." The study of the life and history of the Romans is necessary for the acquisition of the historical and cultural objectives in Latin.

Teachers do not agree on the amount of collateral reading in English to be required, nor on the matter of written or oral reports. Whatever minimum of this type of work may be set up, the pupil should be encouraged to go beyond it. The stimulation to read books on classical subjects is a matter requiring discrimination and judgment on the part of the teacher. Some instructors arouse interest through good historical novels or romances, such as "Ben Hur," "A Friend of Caesar," etc. Others motivate the work by reading to the students interesting passages from biography or poetry. Still others make collateral reading in English a part of the regular assignments. In any case, such reading, if handled properly, can make the Latin language and the Roman people live for high school pupils. Adequate attention should be given to the selection of books for the school library, so that suitable collateral material may be available.

Collateral reading for each year may take one of the following forms: projects in required work, specific topics based on the reading, reports on Roman customs as encountered, etc. Fiction and poetry based upon classical themes will be found in the bibliographies of this Course of Study.

Special Methods—Aids and Devices. Teachers of Latin should make their courses interesting and worthwhile to students through proper use of aids and devices. The following list is not by any means exhaustive, but these suggestions have been used to advantage by many teachers:

Perception cards, group competition, Latin drill card games, games such as relay races, posters, lantern slides, models of Roman objects, pictures,

songs and dramatizations, a Latin Club, a Roman wedding, a Roman style show and a Roman banquet.

Suggestions for Latin Teachers Regarding Training in Service

The teacher should realize that professional training should not stop with the completion of college work in residence. The fact seems clearly established that the training received in college is incomplete. Growth is possible only if the teacher uses every available means of keeping in touch with the profession from both subject matter and professional points of view.

In the part of the training which is characterized as "in-service" training, there are many ways by which the process of education may be continued after the teacher has left college. We shall mention five. The first is reading—systematic reading, not desultory or haphazard but consecutive and purposeful. The study should be along three lines—current educational problems, matters of interest in the field of Latin, and extensive reading of Latin authors in the original and in translation. Both books and periodicals should be included. The value of such a periodical as the *Classical Journal* cannot be too strongly emphasized.

A second means of improvement in service is through cooperation with other departments and other schools. Any good experienced teacher in a system can help an inexperienced teacher to an understanding of the kind of training which the pupils have had—of "the scheme of education" through which they have passed. From the teacher of English, for instance, the teacher of Latin may gain a knowledge of the equipment of students in English and an insight into what has been, or will be, accomplished in English courses which precede or parallel the Latin courses which are being offered.

Cooperation between teachers of Latin in the same school or in neighboring schools is invaluable both for experienced and inexperienced teachers. Occasional visiting days devoted to observation of skillful Latin teachers may be more profitable to the young teacher after a few weeks of independent teaching than weeks of preliminary observation.

Another type of cooperation is that between the college or teacher-training institution and the high school. This means the establishment of "follow-up programs," by which the graduates of a given teacher-training institution receive help, when needed, at least during the first year they are in the field. This help should come from the Latin instructors with whom the teachers have had their undergraduate training. Some of the "follow-up" work may be done by correspondence, but part of it can best be done by visiting the young teacher in the actual teaching situation.

A third source of growth in service and one of which some teachers do not take advantage is that which comes from professional organizations. Much definite aid may be obtained through educational associations, national, state, and district. The classical associations, together with their official publications, provide even more definite help for the teacher of Latin. Latin teachers should be familiar with the Classical Association of the Middle West and South, with the Southern Section of the Classical Association, with the American Classical League, and with the Service Bureau for Classical Teachers, New York University, New York City, through which the League offers direct assistance to teachers of the classics. District, state, and

national associations of classical teachers offer opportunity for discussion of various methods, for papers on various topics of interest, and for programs of study. Teachers both inexperienced and experienced will do well to take an active part in them. By consistent participation in the work of at least one of these associations, a teacher may establish interesting contacts and will be availing himself of a very real means of professional and personal advancement.

The advisability of the fourth means of improvement in service, post-graduate study of the classics themselves, at rather regularly recurring intervals is universally recognized. This study may take the form of university extension courses, of summer session courses, or of work done during the regular session. Sabbatical leaves for high school teachers as well as for college teachers, scholarships and fellowships for experienced teachers as well as for undergraduate students would make possible further study on the part of many.

The fifth specific means of growth which should be mentioned is travel. The Vergilian and Horatian Cruises have demonstrated admirably some of the possibilities for education of classical teachers through travel.

SCOPE OF WORK

First Year

The chief immediate objective of the study of Latin is ability to read and understand Latin. If this objective is not attained in the first year it will not be attained at all. Certain forms, syntax, and vocabulary formerly included in the first-year Latin are now postponed until the second year. A safe rule is to attempt only such forms and syntax as will be actually needed. Quality of work should be considered more important than quantity.

FIRST SEMESTER

I. FORMS:

1. Nouns of the first and second declensions.
2. Adjectives of the first and second declensions.
3. Pronouns: *quis*, *ego*, *tu*, and *is*.
4. Verbs: The indicative, active and passive of the first and second conjugations. The indicative of *sum*. The present active imperative of the first and second conjugations and of *sum*. The present infinitive, active and passive, of the first and second conjugations. Principal parts of selected verbs of the first and second conjugations.

II. SYNTAX:

1. Agreement:
 - Verb with subject.
 - Adjective with noun.
 - Appositive with noun or pronoun.
 - Predicate noun or adjective with subject.
2. Case uses:
 - Nominative as subject; as predicate noun.
 - Genitive of possession.
 - Dative of indirect object.
 - Dative with certain adjectives.

Accusative of direct object; Accusative in prepositional phrases.
 Ablative of means; Ablative in prepositional phrases, including those with *ab*, *de*, *ex*, *cum*, and *in*, place whence, manner, accompaniment, place where.
 Vocative.

III. READING:

Not fewer than 10 or 15 pages of easy reading, selected with reference to its relation to the spirit and character of the Romans. The new first-year texts contain such material. For a complete list of selected readings for this and other semesters see the *General Report of the Classical Investigation, Part I*, pages 144-151.

IV. ORAL WORK:

Emphasis should be placed on oral work, especially in the first two years. Translation of sentences with books closed trains the ear in correct sound and the tongue in accurate pronunciation; develops the power of thought-getting through the ear and a feeling for Latin word order; and finally furnishes drill on forms and syntax.

V. WORD STUDY:

Very definite attention should be given to work in derivation without being too formal in the first half-year. The pupil should be encouraged to look for English derivatives of many of the words studied.

VI. VOCABULARY:

Teachers should make a list of 250 words which are to be thoroughly mastered. The 2,000 numbered words in Lodge's "Vocabulary of High School Latin," will serve as a guide to teachers in selecting a minimum list. This book is published by Teachers College, Columbia University, New York City. The complete college entrance list is found in "A Latin Word List," College Entrance Examination Board, 431 West 117th St., New York City. Excellent selected lists appear in two pamphlets by Hurlbut and Allen, "A Latin Vocabulary for First and Second Years with English Meanings," and "A Latin Vocabulary for Third and Fourth Years with English Meanings." American Book Co., Atlanta, Georgia.

VII. COMPOSITION:

See section on "Prose Composition" under General Suggestions, p. 11.

SECOND SEMESTER

I. FORMS:

1. Nouns: Third declension, including *i*-stems; fourth and fifth declensions.
2. Pronouns: Relative *qui*, *hic*, *iste*, *ipse*, *idem*.
3. Adjectives: Adjectives of the third declension (*i*-stems and comparatives): the nine irregular adjectives (*unus*, etc.); cardinal numerals with the declension of *duo*, *tres*, and *milia*; ordinal numerals; comparison of regular and common irregular adjectives.
4. Adverbs: Formation and comparison of the regular types and the common irregular forms, as *bene*, *male*, *magnopere*, *multo*, *parum*.
5. Verbs: Third conjugation, including verbs ending in *-io*, and fourth

conjugation, indicative, active and passive; present infinitive, active and passive. The indicative of *possum*. Perfect passive participle of the regular verbs; future active participle of regular verbs. Principal parts of selected verbs.

II. SYNTAX:

1. Agreement.
Pronoun with antecedent.
2. Case Uses:
Genitive of the whole.
Dative of possession.
Accusative as subject of infinitive.
Accusative of duration of time and extent of space.
Ablative of personal agent; of time; of cause; separation.
Uses of the locative case as encountered.
3. Verb Uses:
Complementary infinitive; infinitives in simple indirect discourse.

III. READING:

Not fewer than 25 pages of connected easy reading of somewhat greater difficulty than that read in the first half-year. This may be selected from the first-year book or from such reading as is suggested on page 145 of the *General Report of the Classical Investigation, Part I*.

IV. ORAL WORK:

This should be a continuation of the work of the first half-year.

V. WORD STUDY:

The relation of Latin and English words, and the method by which Latin words are formed from prefix, base, and suffix.

VI. COMPOSITION:

See section on "Prose Composition" under General Suggestions, p. 11.

SUPPLEMENTARY READING

- Colum, Padraic—The Adventures of Odysseus and the Tale of Troy. Macmillan Company, Atlanta. 1918. \$1.20.
 Colum, Padraic—The Golden Fleece and the Heroes Who Lived Before Achilles. Macmillan Company, Atlanta. 1921. \$1.80.
 Cowles, Mrs. J. D.—Our Little Roman Cousin of Long Ago. L. C. Page & Co., Boston. \$1.00.
 Crew, Helen Coale—The Trojan Boy. Century Co., New York. 1928. \$1.75.
 Gale, Agnes C.—Achilles and Hector; also Ulysses. Rand, McNally & Co., Chicago. 1903. 75c.
 Guerber, H. A.—The Story of the Greeks. American Book Co., Atlanta. 72c.
 Guerber, H. A.—The Story of the Romans. American Book Co., Atlanta. 1896. 72c.
 Hall, Jennie—Buried Cities. Macmillan Co., Atlanta. 1922. \$2.00.
 Hawthorne, Nathaniel—Tanglewood Tales and the Wonder Book. Houghton Mifflin Company, Boston. 1881.
 Lamprey, L.—Children of Ancient Rome. Little, Brown and Company, Boston. \$1.75. Also, Children of Ancient Greece.
 Haaren and Poland—Famous Men of Rome. American Book Co., Atlanta. 1921. 72c.

Harding, C. H. and S. B.—The City of the Seven Hills. Scott, Foresman and Company, Atlanta. 1902. 88c.

Herzberg, M. J.—Myths and Their Meaning. Allyn and Bacon, Atlanta. 1928. \$1.00.

Lovell, Isabel—Stories in Stone From the Roman Forum. Macmillan Co., Atlanta. 1926. \$1.50.

Pease, Cyril A.—The Toils and Travels of Odysseus. Allyn and Bacon, Atlanta. 1926. 80c.

Preston and Dodge—The Private Life of the Romans. Benjamin Sanborn and Co., New York. 1893. \$1.50.

Sabin, Frances E.—Classical Myths That Live Today. Silver, Burdett and Co., Newark, N. J. 1927. \$1.92.

Tappan, Eva Marsh—Old World Hero Stories. Houghton Mifflin Co., Boston. 1911.

Tappan, Eva Marsh—The Story of the Roman People. Houghton Mifflin Co., Boston. 1911. \$1.32.

Winslow, Clara V.—Our Little Carthaginian Cousin of Long Ago. Page Company, Boston. 1915.

Second Year

FIRST SEMESTER

I. FORMS:

1. Nouns: The irregulars *vis* and *domus*.
2. Pronouns: Review all pronouns assigned for the first year; learn indefinites *quisque*, *quisquam*, *aliquis* and *quidam*.
3. Verbs: Review the indicative of the regular verbs, *-io* verbs, *sum*, *possum*; the present infinitives, future active and perfect passive participles; the present imperative, active and passive. Subjunctive of *sum*, *possum*, and subjunctive, active and passive, of all regular and *-io* verbs.

Infinitives and participles of all regular and *-io* verbs.

Conjugation of *fero*, *eo*, *fio*, *volo*, *nolo*, *malo*, in indicative and subjunctive, infinitives and participles, imperative.

The gerund, gerundive, and passive periphrastic conjugations.

Principal parts of selected verbs.

Deponent verbs.

II. SYNTAX:

1. Case uses:

Genitive of description.

Objective genitive.

Dative with intransitive and compound verbs; dative of reference; of agent; of purpose; with adjectives.

Ablative absolute; Ablative of description; of respect; of comparison; Ablative depending on the verbs *utor*, etc.; Ablative of degree of difference.

2. Verb uses:

Independent volitive subjunctive as encountered.

Subjunctive of purpose; of result; of indirect question, in *cum* circumstantial, and causal clauses.

Sequence of tenses.

III. READING:

Not fewer than 40 pages of easy Latin narrative. This material may be taken from first-year books or from a list such as is given on page 146 of the *General Report of the Classical Investigation, Part I*.

IV. VOCABULARY:

A list of about 250 words. See the recommendations given under "General Suggestions," page 10, preceding the detailed outline of this course of study.

V. WORD STUDY:

Definite study of word formation and derivation should be made. Many of the newer textbooks provide lessons as a basis for the work. Consult the general bibliography, page 20, for helpful references on this topic.

VI. COMPOSITION:

Continued drill in writing Latin sentences, using the vocabulary and syntax studied in this half-year.

SECOND SEMESTER

I. FORMS:

1. Pronouns: Review indefinites.
2. Verbs: Review of all verb forms; defective *coepe*; impersonals. Principal parts of selected verbs.

II. SYNTAX:

1. Case uses:

Two accusatives with verbs of making; drill in the use of the ablative absolute, degree of difference, and separation.

2. Verb uses:

The subjunctive in substantive clauses with *ut* and *ne*, including those with verbs of fearing; in relative clauses of purpose; in clauses of characteristic; in subordinate clauses in indirect discourse; in concessive clauses.

The indicative in temporal clauses with *postquam*, *ubi*, etc.; in causal clauses with *quod*, *quoniam*.

Gerund and gerundive constructions.

Various ways of expressing purpose.

III. READING:

Classical reading selected from Caesar's *Gallic War*, two books. For those who wish to vary the work of this semester, reference is made to the second-year texts, which offer a variety of material, frequently of *made Latin*, and to the list of authors suggested, on page 149 of the *General Report of the General Investigation, Part I*. It is strongly recommended that a classical author, preferably Caesar, be read in this semester.

IV. VOCABULARY:

Not fewer than 250 new words should be thoroughly learned. See *General Suggestions*, p. 10.

V. WORD STUDY:

See word study for first semester, second year. The following prefixes and suffixes are suggested here: Prefixes: *do, dis, prae, per, ob, pro, super, sub*. Suffixes: *io, sio, tio, tus, sus, iom*, denoting *action* or *result of action*; and *tor* denoting the *doer*.

VI. COMPOSITION:

Exercises sufficient to give the pupils complete mastery of the indicative, the common uses of the subjunctive, the infinitives and participles, the gerund, and gerundive. These exercises should be both oral and written.

VII. COLLATERAL READING IN ENGLISH:

It is suggested that one book a semester be required for reading from the collateral reading list. Attention should be given to the civilization and customs of the Gauls, Germans, and Britons; the historical importance of Caesar and his Gallic campaigns; the life of the Roman soldier and the organization of the Roman army. Oral reports, lectures, and collateral reading will aid in bringing out these points.

VIII. GEOGRAPHY:

A fine opportunity is offered in the study of the Gallic War to compare Caesar's campaigns and battle-lines with the battle-lines and campaigns of the World War, and thus add to the pupil's interest, as well as to his knowledge of geography and history.

SUPPLEMENTARY READING

Anderson, Paul—With the Eagles. D. Appleton and Co., New York. 1929. \$1.75.

Church, A. J.—Lucius: The Adventures of a Roman Boy. Dodd, Mead and Co., New York. 1924. \$2.00.

Clarke, M.—The Story of Caesar, American Book Co., Atlanta. 60c.

Davis, William S.—A Friend of Caesar. Macmillan Co., New York. 1915. \$2.50.

Davis, William S.—Readings in Ancient History: Rome, Vol. II. Allyn and Bacon, Atlanta. 1913. \$1.40.

Fowler, W. Warde—Julius Caesar and the Foundation of the Roman Imperial System. G. P. Putnam's Sons, New York. 1897. \$2.50.

Froude, J. A.—Caesar: A Sketch. Charles Scribner's Sons, New York. 1895. \$2.00.

Henty, George H.—Boric, The Briton. Charles Scribner's Sons, New York. 1924. \$1.50.

Henty, George H.—The Young Carthaginian. Charles Scribner's Sons, New York. 1886.

Hudson, Henry Pratt—Caesar's Army. Ginn and Co., Atlanta.

McCartney, Eugene S.—Warfare by Land and Sea. Longmans, Green and Co., New York. 1923. \$2.00.

Shakespeare, William—Julius Caesar.

Wells, R. F.—On Land and Sea With Caesar. Lothrop, Lee and Shepard, Boston. 1926. \$1.50.

Wells, R. F.—With Caesar's Legions. Lothrop, Lee and Shepard, Boston. 1923. \$1.50.

Whitehead, A. C.—The Standard Bearer. American Book Co., Atlanta. 1914. 72c.

SPECIAL BOOKS FOR THE TEACHER OF CAESAR

College Entrance and Regents Companion to Caesar. College Entrance Book Co., 104 Fifth Ave., New York City. 1927. 75c; paper 50c.

Dodge, T. A.—Caesar (Great Captains). Houghton Mifflin Co. 1892.

Holmes, T. Rice—Caesar's Conquest of Gaul. Oxford University Press, American Branch, New York. 1903. \$8.35.

Kingsley, Maud Elma—Latin Outline Studies Nos 1, and 2., Caesar's Commentaries. The Palmer Company, Publishers, Boston, Mass. 1908. 20c each.

Third Year

At the very beginning of the third year the teacher should acquaint the pupil with the fact that the core of this year's course will be oratory, and not narrative. There is a wide difference between Caesar's narrative or story style and Cicero's speeches which were intended to be heard, not necessarily read. In order that the transition from Caesar to Cicero may be less abrupt, early attention should be given to the following: frequent use of pronouns; verbs in the first and second person in contrast with the almost exclusive use of the third person in Caesar; imperatives; the greater elasticity of word order, the periodic sentence, and the rhetorical devices of oratory.

AIMS

1. Training in citizenship through argumentation and debate; careful study of structure of an oration.

2. Training in oratory; study of the means by which a public speaker achieves his effects. Comparison with modern masterpieces.

3. Training in politics and economics; study of corruption of governmental methods; class struggle; the land question; colonial possessions; exploitation of natural resources.

4. Training in ethical and moral conduct; understanding of revolution versus reform; unselfish patriotism versus egotistical aggrandizement; common honesty versus fraud.

CONTENT

The content of the course of study for this year is, with slight modifications, that recommended by the *General Report of the Classical Investigation, Part I*, pages 150 and 151, "60 pages of Teubner text" for the third year. However, since this is a substantial reduction in the amount of reading formerly required, and since some students are preparing to meet college entrance requirements in Latin, it has been thought wise to suggest a minimum and a maximum content. The emphasis should fall upon the minimum content for intensive study with a wide reading in English on the subject "bearing on the historical-cultural objectives."

REQUIRED READINGS

Not fewer than sixty pages of Teubner text.

Minimum:

In Catilinam I, In Catilinam III, De Imperio Pompeii, Pro Archia Poeta.

Maximum:

The minimum requirement with the addition of *In Catilinam* II or *In Verrem* (The Plunder of Syracuse) or Selected Letters (as much as 12 pages of the Teubner text), or 12 pages of Teubner text from other authors.

For a wider range of authors see page 150 of the *General Report of the Classical Investigation, Part I*. But, whatever authors may be selected, the pupil should be taught to read Latin, not merely to *decipher* it. Incessant practice should be given in learning the meaning of the Latin in the Latin order. The extent to which formal, polished translations should be required is a point on which opinions differ. It should not be forgotten that there are two entirely distinct processes involved in translation. One is to grasp the meaning of the Latin by reading the Latin in the Latin order without conscious translation; the other is to express the meaning in idiomatic English which means something more than technically correct English.

STUDY OF CONTENT

Geography

The Provinces

Roads:

Appia Latina: Aurelia (road over which Catiline fled); Flaminia (Mulvian bridge).

Towns:

Arpinum (Cicero's birthplace); Brundisium (port of departure for Greece); Faesulae (location of Catiline's camp); Forum Aurelium (place where Catiline's bodyguard awaited him); Pompeii (source of information concerning private life of Romans); Praeneste (mountain fortress which Catiline hoped to seize); Reate (home district of the troops that captured the conspirators).

Forum:

Rostra; Basilica Julia; Templum Jovis Maximi Capitolini; Templum Vestae; Templum Saturni; Curia; Comitium; Templum Concordiae; Templum Castoris et Pollucis; The Palatine (residences of Cicero and Catiline).

Constitution:

1. The three "orders"; 2. Senate; 3. Officers.

SUPPLEMENTARY READING

The student should make an intensive study of some topic in his reading and present this as a term paper, either in the form of a report to the class or as a contribution to a Cicero scrap-book. The following are suggestive topics: The Forum; Early Buildings; Cicero as an Orator; The Human Side of Cicero; Cicero's Country Homes; Slaves in Rome; a Typical Roman House; Government in the Time of Cicero; Political Parties in Rome; Consular Elections; Roman Religion; Roman Feast Days; Catiline, the Friend of the Common People; Roman Roads. Oral reports on less inclusive topics are also valuable.

Abbott, Frank F.—Roman Political Institutions. Ginn and Co., Atlanta. 1911. \$2.00.

Abbott, Frank F.—Roman Politics. Longmans, Green and Co., New York. 1923. \$1.75.

Allinson, Anne C. E.—Children of the Way. Harcourt, Brace and Co., New York. 1923. \$1.50.

Anderson, Paul—A Slave of Catiline. D. Appleton & Co., New York. 1932. \$2.00.

Boissier, Gaston—*Cicero and His Friends*. (Translated by Adnah D. Jones.) G. P. Putnam's Sons, New York. 1907. \$2.50.

Bulwer-Lytton—*The Last Days of Pompeii*. E. P. Dutton and Co., New York. 1908. 80c.

Church, A. J.—*Roman Life in the Days of Cicero*. Macmillan Co., Atlanta. 1928. \$2.00.

Davis, William S.—*A Day in Old Rome*. Allyn and Bacon, Atlanta. 1924. \$1.80.

Davis, William S.—*The Beauty of the Purple*. Macmillan Co., Atlanta. \$2.50.

Davis, William S.—*A Victor of Salamis*, Macmillan Co., Atlanta. 1916.

Fowler, W. Warde—*Roman Festivals*. Macmillan Co., Atlanta. 1908. \$2.50

Fowler, W. Warde—*The Social Life of Rome in the Age of Cicero*. Macmillan Co., Atlanta. 1909. \$3.00.

Huelson, Christian—*The Roman Forum and the Palatine*. A. Bruderhausen, 47 West 47th St., New York. 1928. \$3.50.

Lanciani, Rodolfo—*Ancient and Modern Rome*. Longmans, Green and Co., New York. 1927. \$1.75.

Masefield, John—*The Tragedy of Pompey the Great*. Macmillan Co., Atlanta. 1914.

Petersson, T.—*Cicero; A Biography*. University of California Press, Berkeley, California. 1920. \$5.00.

Sienkiewicz, H.—*Quo Vadis*. Crowell Publishing Co., New York. 1921 reprint.

Strachan-Davidson—*Cicero and the Fall of the Roman Republic*. G. P. Putnam's Sons, New York. 1906. \$2.50.

Wallace, Lew—*Ben Hur*. Harper and Brothers, New York. 1908. \$3.50.

White, Edward L.—*Andivius Hedulio*. E. P. Dutton and Co., New York. 1918. \$2.00.

White, Edward L.—*The Unwilling Vestal*. E. P. Dutton and Co., New York. 1918. \$2.00.

SPECIAL BOOKS FOR TEACHERS OF CICERO

Allinson, A. C. E.—*Roads from Rome*. Macmillan Co. 1913. \$1.50.

College Entrance and Regents Companion to Cicero. College Entrance Book Co., 104 Fifth Ave., New York City. 1927. Cloth 90c; paper 65c.

Kingsley, Maude Elma—*Latin Outline Studies* Nos. 3, 4, and 5. Cicero. The Palmer Co., Publishers, Boston, Mass. 1907. 20c each.

Plutarch's *Lives* (Everyman's Library Series). E. P. Dutton Co., New York. 1910. Vols. I-III. 80c each.

Rolfe, John C.—*Cicero and His Influence*. Longmans, Green and Co., New York. 1923. \$1.75.

SYNTAX

Ablative of accordance; accusative of exclamation; historical infinitive; three types of conditional sentences; subjunctive in volitive and deliberative clauses; characteristic clauses; imperatives; substantive clauses without differentiation as to origin; method of recognizing dates in Latin.

VOCABULARY

Two hundred and fifty to three hundred new words each semester. These words should be chosen at the beginning of the year with the help of Lodge's *Vocabulary of High School Latin* (Columbia University Press), or of Hurlbut and Allen, *A Latin Vocabulary for Third and Fourth Years* (American Book Company), and underlined in the text.

WORD STUDY

A continuation of the work of the first two years, stressing the study of derivatives from the vocabulary selected for the year.

COMPOSITION

The equivalent of one lesson a week throughout the year. Constant practice in translating from English into Latin is indispensable for a mastery of the new principles of syntax and of the Ciceronian vocabulary.

ILLUSTRATIVE MATERIAL

1. A collection of pictures, charts, etc., from Germany. Send to A. Bruderhausen, 47 West 47th St., New York City, for circular giving description and prices. Price 10c.

2. Alinari and Anderson photographs from Italy are good. Send to A. G. Seiler, 1224 Amsterdam Ave., New York City, for list giving sizes and prices. The pictures of the Forum are especially good.

Fourth Year

The work of the fourth year, while giving due consideration to forms and syntax should aim primarily to lead the student to appreciate the *Aeneid* as one of the world's masterpieces of literature. Attention should be given to the sources of the material and to the purpose of its composition, and to Vergil's influence on the literature of the world. It is essential that the poem be read and felt as a poem, and not regarded as material for drill in constructing Latin. Passages of great beauty should be read with unusual care. Attention should be called to Vergil's style, to his choice of words, to his keen dramatic sense (as shown especially in the second, fourth, and sixth books), to his loftiness of thought, and to his spiritual kinship with Christianity. The pupils should, as far as possible, see and feel these things themselves.

Selections suitable to be memorized: Book I, lines 461-462; Book II, lines 48-49, 324-325, 354; Book IV, 700-705; Book VI, 126, 847-853.

Tennyson's Ode to Vergil.

The Bimillennium Vergilianum in 1930 made available unlimited resources for the study of Vergil. Consult Service Bureau for Classical Teachers.

REQUIRED READING

In the fourth year, classes should read a minimum amount of approximately 3700 lines of Vergil's *Aeneid*, or the equivalent. Where classes must alternate between Cicero and Vergil, we suggest that some selections from Ovid be taken up at the beginning of the Vergil year.

For a maximum of translation in the fourth year, the equivalent of six books of Vergil's *Aeneid* is recommended. Much sight reading should be done by pupils in Vergil.

PROSODY

The student should be able to read dactylic hexameter and to understand the following terms: arsis, caesura, dactyl, diaeresis, elision, hexameter,

hiatus, ictus, spondee, trochee.

Grammatical Terms and Figures of Speech:

The student should understand the meaning and application of the following:

1. Special grammatical usages and figures of speech.
Anastrophe, archaism, asyndeton, hendiadys, hysteron-proteron, tmesis, zeugma.
2. Rhetorical figures:
Alliteration, anaphora, aposiopesis, chiasmus, metaphor, simile, metonymy, onomatopoeia, personification.

Study of Forms Peculiar to Vergil:

1. In nouns:

Genitive singular *-ai* for *-ae*.

Genitive plural *-um* for *-arum*, *-orum*, *-uum*.

Dative singular *-u* for *-ui*.

- In Greek nouns:

First declension nouns in *-e* (fem.), *es* (mas.), *-is*, (mas.)

Second declension nouns in *-os*, *-eus* (accusative *-ea*).

Third declension nouns (a) in *es* (genitive singular *i*) *-is*, *ys*; (b) with nominative plural in *-es*, accusative singular in *a* and accusative plural in *-as*.

2. In pronouns: *olli* for *illi*; *ollis* for *illis*; *quis* for *quibus*.

3. In verbs:

Present infinitive passive: *ier* for *-i*; imperfect indicative of fourth conjugation: *-ebat*, *ebant* for *iebat*, *iebant*; perfect indicative third person plural: *ere* for *-erunt*; forms of perfects and pluperfects without *-is* (s) or *-sis*; for example *traxe* for *trax -iss -e*.

Syntax common to Vergil, rare in Caesar and Cicero:

1. Genitive (a) with adjectives (b) with verbs of remembering and forgetting, (c) with *miseret*, *paenitet*, *pudet*, etc.
2. Dative (a) of direction and limit of motion for *ad* or *in* with accusative, (b) of agency for *a* or *ab* with ablative with any passive form of a verb, (c) with verbs of mingling, contending, etc.
3. Accusative (a) of limit of motion where prose would require *ad* or *in* with accusative, (b) of specification, (c) as object with passive forms used like Greek middle voice, (d) adverbial.
4. Ablative (a) of place *in*, *on*, *from which* without a preposition, (b) of comparison, (c) of price, (d) of manner without a modifier or a preposition.
5. Imperative (or subjunctive) with *ne* to express prohibition where prose would use *noli* with the infinitive.
6. Subjunctive (a) hortatory, (b) second person jussive, (c) optative, (d) of obligation.
7. Clauses with *velut si*, *quasi*, etc.
8. Infinitive (a) with adjectives and nouns and with many verbs that do not take the infinitive in prose, (b) historical, (c) purpose, (d) of exclamation.

9. Supine in *u*.
10. Use of plural of nouns in the sense of the singular.

VOCABULARY STUDY

Four to five hundred new words, based on Lodge's Vocabulary. See vocabulary suggestions for the third year.

WORD STUDY

See suggestions for the third year.

COMPOSITION

Prose composition is optional in the fourth year.

SUPPLEMENTARY READING

The required amount should be one book of mythology, such as Guerber's or Gayley's or one book of literary criticism, such as Glover's *Vergil* or Sellar's *Roman Poets of the Augustan Age; Vergil*. There should be a term paper based on an intensive study of some phase of this reading. The following topics are suggested:

Epic Poetry.

Vergil's Debt to Homer.

Character of Aeneas.

Figures of Speech in the Aeneid.

Visions and Dreams in the Aeneid.

Vergil as a Nature Poet.

Striking Scenes of the Aeneid.

Fatalism in the Aeneid.

The Roman Conception of Elysium and Hades.

Vergil in the Middle Ages.

Vergil's Influence on Literature in General.

Atherton, Gertrude—Dido. Horace Liveright, New York.

Baikie, James—Sea Kings of Crete. Macmillan Co., Atlanta. 1926. \$4.25.

Bulfinch, Thomas—Age of Fable. E. P. Dutton and Co., New York. 1926.

80c.

Code, Grant H.—When the Fates Decree. R. J. Brimmer Co., 384 Boylston St., Boston, Mass. \$1.00. (An English play on the Aeneid.)

Fowler, W. W.—The Religious Experience of the Roman People. Macmillan Co., Atlanta. 1922. \$6.00.

Frank, Tenney—Vergil: A Biography. Henry Holt and Co., New York. 1922. \$2.00.

Gayley, Charles M.—Classic Myths in English Literature and in Art. Ginn and Co., Boston, Mass. 1911. \$1.92.

Hannah, Ian C.—Voadica, A Romance of the Roman Wall. Longmans, Green and Co., New York. 1928. \$2.00.

Hawthorne, Nathaniel—The Marble Faun. E. P. Dutton and Co., New York. 1910.

Lang, Leaf, and Myers—Translation of the Iliad. Macmillan Co., Atlanta. 1928.

Miller, Frank J.—Two Dramatizations from Vergil. University of Chicago Press, Chicago. 1908. \$1.50.

Murray, Gilbert—The Trojan Women (Euripides). Oxford University Press, American Branch, New York. 1915.

Palmer, Herbert—Translation of the Odyssey. Houghton Mifflin Co. 1921.

Sellar, W. Y.—The Roman Poets of the Augustan Age. Oxford University Press, American Branch, New York. \$3.50.

Sellar, W. Y.—Vergil. Oxford University Press, American Branch. 1897. \$3.50.

Showerman, Grant—Rome and the Romans. Macmillan Co., New York. 1932 (College Edition).

Tennyson, Alfred—To Vergil; Oenone; Ulysses (See collection of Tennyson's Poems.).

SPECIAL BOOKS FOR TEACHERS OF VERGIL

Bennett, Charles E.—The Quantitative Reading of Latin Poetry. Allyn and Bacon, Atlanta. 1899. 40c.

Glover, T. R.—Vergil. Macmillan Co., Atlanta. 1912. \$4.00.

Kingsley, Maud Elma—Latin Outline Studies Nos. 6, 7, 8, 9, and 10, Vergil's Aeneid. The Palmer Co., Publishers, Boston, Mass. 1907. Price, 20c each.

Mackail, J. W.—Vergil and His Meaning to the World of Today. Longmans, Green and Co., New York. 1922. \$1.75.

Prescott, H. W.—The Development of Vergil's Art. The University of Chicago Press, Chicago. 1928. \$4.00.

ILLUSTRATIVE MATERIAL

Inexpensive sets of pictures for the Aeneid may be procured from Thompson Publishing Company, Syracuse, N. Y., and from the University Prints, Newton, Mass. There should be at least one set for the classroom. Students of Vergil will find the following helpful also:

Manual for the Use of Pictures, The University Prints, Newton, Mass., Price 25c. The Playbook of Troy by Susan Meriwether, Harper and Brothers, Publishers, New York City. Price \$2.00.

FRENCH

FOREWORD

This outline is not based upon any single textbook. Most of the textbooks now available can be adapted to the requirements of the outline. Material for each year is the minimum.

In this course of study, *Reading* rather than *Translation* is to be considered. Grammar should be only a means to an end. Grammar should be taught inductively—that is, examples should be given before rules, and the teacher should attempt in so far as possible to get the pupils to arrive at their own conclusions drawn from these examples. It is more important to learn usage through examples and thus acquire a working knowledge of the material rather than to be burdened with mere memorization of rules.

It is very essential that teachers strive towards developing a satisfactory pronunciation through the use of phonetics and much oral drill. This necessarily implies the frequent use of spoken French in the classroom.

Atmosphere of the classroom should be such as to arouse in the pupils an interest in the country and the people whose language they are studying. Teachers should have in the class room as much material relating to France and the French people as possible. This material will consist of charts, maps, pictures, post cards, coins, stamps, etc., as well as books in English concerning French and France. (See section under "Realia.")

One of the main considerations in modern language teaching is to make the subject enjoyable; for enjoyment creates a receptive mood. Dramatization is of great value towards achieving this aim. Much of the material used in the classroom lends itself to dramatization which makes for life, activity, interest and pleasure.

The chief purpose of these two years of French should be *to lay a solid foundation in hearing, speaking, reading, and writing the foreign language.*

MINIMUM REQUIREMENTS OF ACHIEVEMENT IN THE TWO YEAR HIGH SCHOOL COURSE

1. Reasonably good pronunciation.
2. Thorough knowledge of fundamental elements of grammar.
3. Minimum active and larger passive vocabulary.
4. Ability to read simple prose readily.
5. Ability to understand ordinary common expressions when spoken fluently.
6. Ability to express oneself in both the oral and the written with a fair degree of fluency and accuracy within the limits of the minimum vocabulary.

The essential of these two years is to form correct habits.

REASONS FOR STUDYING FRENCH

1. To foster international good-will, friendship and sympathy.
2. To give pupils information about France.
3. To familiarize the pupil with foreign terms, and loan words, and thereby increase his English vocabulary.

4. To increase the pupil's knowledge of grammar through a comparison with his own language.
5. To help pronunciation and enunciation.
6. To exercise memory and powers of concentration, and to train in accuracy and clear thinking.
7. To provide a foundation for students who plan to enter the professions.
8. To provide a foundation for an accomplishment useful in travel and in business.
9. To lay a foundation for the appreciation of the literature and culture of France.
10. To afford the student a broader outlook on life and thus enhance his personality.
11. To contribute to the "worthy use of leisure" aim of education.
12. In short, the study of modern foreign languages so enriches the life of the student that one may well say that "He who has another language has another life."

PRONUNCIATION

The most effective method of achieving a reasonably good pronunciation is through the use of phonetics. By using this method the teacher not only saves time but secures a more accurate pronunciation for a larger proportion of the pupils than by any other means. Phonetics gives a better check on pronunciation for both teacher and pupils. The study of phonetics should begin at the outset and should at no time during the course be entirely neglected.

As a most valuable aid to pronunciation, pupils should be required to memorize, from time to time, a short selection of prose or poetry.

Most grammars using phonetics as a basis for pronunciation have a reasonably adequate treatment of the subject in the introduction. The following table is a summary of the phonetic symbols.

Semi Vowels		Vowel Triangle						Consonants	
[i]	[ø]	[j]	[Y]	[y]	[u]	[w]	[b]	[h]	
[e]	[ə]						[d]	[p]	
[ɛ]	[æ]	[e]		[ø]		[o]	[f]	[r]	
[a]			[ə]				[g]	[s]	
[ɑ]	NASALS	[ɛ̃]	[ɛ]	[æ]	[œ]	[ɔ̃]	[ɔ]	[h]	
[ɔ]	[ɔ̃]							[k]	
[o]	[ɑ̃]	[ɑ]						[t]	
[u]	[ɛ̃]							[v]	
[Y]	[œ̃]							[m]	
								[z]	
								[n]	
								[ʒ]	

In French all syllables have about the same value. If there is any stress, it falls on the last syllable of a word or group of words pronounced in the

same breath. The difference between the stress in English and French must be explained very early and all stress of wrong syllables corrected.

French vowels are pronounced very clearly, distinctly and energetically. They are pronounced as one sound, not as diphthongs. There are as many syllables in a word as there are vowel sounds.

Consonants are produced with vigorous action of the vocal organs. A syllable begins with a consonant if possible. Final consonants are generally silent; frequently *c*, *r*, *f*, *l*, are pronounced. The letter *h* is never sounded.

For drill in pronunciation chorus work is very effective.

In teaching pronunciation English equivalents should not be used.

DICTATION

Dictation¹ is a valuable adjunct to the teaching of pronunciation. Dictation should be employed constantly throughout the two years because it helps the student coordinate the spoken language with the written; it develops a feeling for sentence construction. It can well help the teacher find the particular weaknesses of each pupil.

FIRST YEAR GRAMMAR

Since *reading* is considered the main objective of modern language teaching, *grammar* should be studied only as a means to an end; that is, only so much should be stressed as will simplify the process of acquiring a reading ability. It is better to master a few essentials than to have an inaccurate knowledge of a wider field. At the same time, as the pupils are mastering French grammar, they will also develop a knowledge of their own grammar.

The following fundamentals are the minimum requirements for the first year. The detailed material will be found in the text.

1. The article
 - a. definite and indefinite
 - b. contractions with *à* and *de*
2. Nouns (must be learned with article)
 - a. formation of plural; regulars, common irregulars
 - b. use of partitive
 - (1) *de* and definite article (general rule)
 - (2) *de* alone after negatives; after expressions of quantity; when adjective comes before noun.
 - (3) *en* (when noun is not expressed)
 - c. use of nouns in general sense
3. Verbs
 - a. All regular *er*, *ir*, *re*, verbs—negative and interrogative forms—and twelve irregular verbs given below. The following scheme is suggested as an effective method of presenting verbs. (Note: *re* verbs third singular present indicative—ending *p*, *t*)

infinitive	present participle	past participle	present ind.
<i>donner</i>	<i>donnant</i>	<i>donné</i>	<i>je donne</i>

¹ See "On Dictation" René Hardre. North Carolina Education. April, 1935. Volume 1, No. 8.

future	imperfect	past indef.	imperative
<i>je donnerai</i>	<i>je donnais</i>	<i>j'ai donné</i>	<i>donne</i>
conditional			<i>donnons</i>
<i>je donnerais</i>			<i>donnez</i>

(Note: present subjunctive, past definite, imperfect subjunctive omitted in earlier stages, but the above forms are required)

b. The twelve irregular verbs

avoir	dire	prendre	pouvoir
être	faire	vouloir	savoir
aller	recevoir	venir (tenir)	voir

c. simple reflexives

d. verbs of first conjugation with orthographic changes

e. list of verbs conjugated with *être*

f. agreement of past participles: conjugated with *avoir*, *être*

g. use of future after *quand*, *lorsque*, *dès que*, *aussitôt que*

4. Adjectives

a. agreement

b. position: common adjectives that precede:

bon	gros	beau	long	jeune
mauvais	grand	joli	court	vieux
	petit	vilain		nouveau

c. formation of feminine and plural, of regular and common irregular adjectives

d. numerals (cardinals and ordinals)

e. possessive—agreement

f. demonstrative

g. comparison

5. Adverbs

a. position. After verb in simple tense—before past participle in compound tense, except *aujourd'hui*, *hier*, *demain*, *ici*, *là*, *autrefois*, *tard*, which follow.

b. comparison

6. Pronouns

a. conjunctive—subject, direct, indirect object

1. position and order

2. use and position of *y*, *en*

b. disjunctive—use

c. relative—*qui*, *que*

d. interrogative—*qui*, *que*, *qu'est-ce que*, *qu'est-ce qui*

e. demonstrative—use of *ce plus être*

f. possessive

Pupils who have mastered the minimum requirements as outlined above will be assured of the ability to pass the American Council or similar standardized tests with a satisfactory score. It is suggested that teachers use

standardized tests for final examinations. These tests measure not only the achievement of the pupils but give the teachers a check on their own work. The most widely used tests are:

American Council Alpha and Beta Tests, Forms A and B.

Columbia Bureau of Research. (Note: For further information concerning these tests address Bureau of Educational Research, University of North Carolina, Chapel Hill, N. C.)

The following samples of objective type tests are given to indicate to the teacher the sort of material that may be used to test the achievement of the various phases of the work at different stages.

Specimen Tests

A. Multiple choice

1. Vocabulary

Directions: In each line select the English word or phrase that gives the meaning of the French word at left, and put its number in the parentheses at the right.

- a. leçon, 1. law 2. lazy 3. legible 4. lesson 5. legion ()
- b. porte, 1. door 2. carriage 3. porter 4. open 5. wine ()
- c. heure, 1. hurt 2. happy 3. time 4. hurry 5. error ()
- d. manger, 1. manger 2. eat 3. auger 4. drink 5. grind ()
- e. argent, 1. money 2. arson 3. argue 4. source 5. argentine ()

2. Translation of idioms

Directions: Select the correct word or phrase and place it in the blank,

- a. dix élèves dans cette classe de français.
(voilà, il y a, là sont, la voilà, ils sont)
- b. J'ai la plume.....
(en ma main, à main, dans main, à la main, dans ma main)
- c. Le garçon est arrivé.....
(en temps, sur temps, demain, de bonne heure, à la bonne heure)
- d. Quand M. Bourdin est arrivé.....était content,
(tous les gens, tous les mondes, toutes les personnes, toute personne, tout le monde)
- e., Marie; La France est un beau pays.
(vous êtes droit, vous avez droit, vous êtes raison, vous avez raison, vous avez mal)

3. Verbs

Directions: Underline the correct form.

- a. être, imp. ind.: 1. il était, 2 il étaiet, 3. il soyait, 4. il serait, 5. il estait.
- b. avoir, past part.: 1. avé, 2. été, 3. eu, 4. ayé, 5. avoiré.
- c. aller, pres. part.: 1. allerant, 2. irant, 3. allons, 4. alliant, 5. allant.

- d. faire, pres. ind. 1. vous faites, 2. vous faites, 3. vous faites, 4. vous faites, 5. vous faites.
- e. venir, future: 1. je viendrai, 2. je viendrai, 3. je viendrai, 4. je viendrai, 5. je viendrai.

B. Matching

a. Nouns

Directions: From the words in Column II choose the English words corresponding in meaning to those in Column I. Place the correct number in the blank at the right of Column I.

I	II
a. genou	1. gentle
b. soleil	2. happy
c. soeur	3. as
d. comme	4. sure
e. sur	5. busy
f. acheter	6. on
g. bouche	7. knee
h. depuis	8. cake
i. gâteau	9. sun
j. heureux	10. anchor
	11. buy
	12. sister
	13. mouth
	14. desperate
	15. since

b. Verb Forms

Directions: In the space at the right, place the infinitive of the verb immediately preceding.

1. Il va
2. Ils ont
3. Nous aimons
4. Allez
5. Vous choisissez

C. Completion

1. Translation of single word.

Directions: Place in the blank space the proper French word to translate the English word given at the right.

- a. Ma fête tombe le 28..... (February)
- b. On va à..... le dimanche. (church)
- c. Vous..... l'homme dont je parle. (know)
- d. La petite fille était très..... (pretty)
- e. Je..... ai donné les livres. (them)

2. Idioms

Directions: Complete the following sentences by placing the correct French expression in the blank.

- Je.....aujourd'hui (am well)
- L'enfant.....chien (is afraid of the)
- Il est.....(3:30 o'clock)
- Fermez la porte.....(I am cold)
- Ce matin j'ai pris du lait.....café. (instead of)

3. Grammatical forms

Directions: In the parenthesis at the left is the masculine singular form of the word that has been omitted from each sentence. Write the *correct form* of this word in the blank.

a.

- (gros) J'aime les.....pommes rouges.
- (ce)homme est mon père.
- (blanc) J'ai une robe.....
- (quel)livres désirez-vous?
- (le mien) Voici votre plume. Où est.....?

b. Directions: Write in the blank the correct form of the word which is given in the parentheses.

- Etes-vous.....la fenêtre ? (in front of)
- Ils.....les gâteaux. (bought)
-tout de suite. (let us go)
- J'ai.....leçons. (many)
-est intéressant. (Robert's book)

D. Detection of wrong form.

Directions: Underscore the incorrect form in each of the following sentences.

- On trouve le français très difficile.
- Je s'appelle Marie et je demeure au Canada.
- "Quel âge êtes-vous?" m'a demandé la maîtresse.
- Comme allez-vous ce matin, mon ami?
- Le livre de le garçon est sur la table.

E. Comprehension

1. True-false

Directions: If the statement is true, put a circle around *T*; if it is false, draw a circle around *F*.

- | | | |
|--|---|---|
| a. Tous les hommes ont les cheveux noirs..... | T | F |
| b. On écrit sur le papier..... | T | F |
| c. Une salle de classe n'a jamais de fenêtres..... | T | F |
| d. Les arbres sont verts au printemps..... | T | F |
| e. En France, on parle français..... | T | F |

2. Questionnaire

Ce jardin n'est pas grand, il n'est pas beau; mais il donne à Remi et à mère Barbarin presque (almost) tout ce qu'ils mangent. Et voici un petit coin (plot) que la bonne femme a donné au petit garçon; ce n'est pas un beau coin avec des fleurs rares, mais c'est son petit jardin, sa chose; il regarde avec joie les fleurs qu'il a plantées; enfin, il l'aime bien, ce petit coin.

Directions: Read the above passage twice; then answer in French the following questions. Make complete sentences.

1. Est-ce un joli jardin?
2. Qu'est-ce que la bonne femme a donné au petit garçon?
3. Y a-t-il des fleurs dans le coin?
4. Remi est-il content de son jardin?
5. Y a-t-il planté des fleurs?

F. Translate into French

1. Have you many books? I have.
2. Where are your pens? I lost them.
3. The teacher speaks to the boy.
4. Here are my books; where are yours?
5. She came yesterday.

Sample Test Covering the Minimum Requirements of First Year Grammar as Outlined Above.

It is not recommended that the entire test be given at one time.

1. Fill in blanks with correct French form of the words in the margin.

- | | |
|--------------|---|
| (the) | 1.crayons et plume de élève sont sur pupitre. |
| (a) | 2. J'ai frère et soeur. |
| (some) | 3. Apportez-nous craie papier livres et encre. |
| (to the) | 4. Parlons garçons et filles, mais ne parlons pas maître. |
| (any) | 5. Nous n'avons pas fleurs. |
| (some) | 6. Avez-vous jolies roses? Nous avons. |
| (how many) | 7. a votre voisine? |
| (life) | 8. est courte. |
| (Mary's pen) | 9. est sur la table. |

2. Give the plural of the following nouns.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
le nez		le fils	
l'animal		le cheveu	
le travail		le tableau	

3. Give the present participle, past participle and present indicative of

parler, finir, rendre and the twelve irregular verbs in the first year list.

3. Complete the following sentences. Translate the entire sentence when necessary.

1. She finished the dress yesterday.....la robe hier.
2. We used to sing.....
3. They go to bed.....
4. Let's give the money to John.....l'argent à Jean.
5. Did you study yesterday?.....hier?
6. When you return the books I shall be glad. Quand.....
les livres.....content.
7. Finish your dress.....votre robe.
8. Let's not sell the house.....la maison.
9. She is returning your money.....votre argent.
10. We are choosing another book.....un autre livre.
11. We used to punish the children.....les enfants.
12. Haven't they received the letters?.....les lettres?
13. Let's have some easier lessons.....des leçons plus faciles.
14. You have had a cup of coffee.....une tasse de café.
15. She will tell me her name.....son nom.
16. We shall be in town tomorrow.....en ville demain.
17. They are going to their uncle's.....chez leur oncle.
18. We used to go to church often.....souvent à l'église.
19. She was telling the story when he arrived.....l'histoire
quand.....
20. She used to have a dog.....un chien.
21. Be here at five o'clock.....ici à cinq heures.
22. Is she going with you?.....avec vous?
23. You were here when she went away.....ici quand.....
24. Shall you go to New York?.....à New York?
25. Tell the story to your friend.....l'histoire à votre ami.
26. She tells all she knows.....tout ce qu'.....
27. They are doing the work.....le travail.
28. I shall receive the money when I do the work.....l'argent
quand.....le travail.
29. Do they see you? Vous.....?
30. Always know your lesson.....toujours votre leçon.
31. Will they know the answer?.....la réponse?
32. We shall be able to speak French soon.....bientôt parler
français.
33. He will come.....
34. They want to study.....étudier.
35. I used to know all the answers.....toutes les réponses.
36. I shall want to do it tomorrow.....le faire demain.
37. Are they taking the money?.....l'argent?
38. Does she come to your house often?.....souvent chez vous?
39. Do you know your lesson?.....votre leçon?
40. They are coming early.....de bonne heure.

5. Rewrite the following sentences, changing the tense to the one indicated:

1. Nous avons commencé l'exercice. Present.....
2. Il s'appelait Jacques. Present.....
3. Elle mange beaucoup. Imperfect.....
4. Ils ont jeté la balle. Present.....
5. Ils se levaient de bonne heure. Present.....
6. Ils se sont levés tôt. Future.....

6. Fill in the blanks with correct forms of the past indefinite of verbs in parentheses.

- | | |
|-----------|--------------------------------------|
| (venir) | Elle..... |
| (trouver) | 2. Où sont les balles que vous.....? |
| (aller) | 3. Nous.....tout de suite. |
| (voir) | 4. Voici les livres qu'il..... |
| (vendre) | 5. Les.....vous.....? |

7. Give the masculine plural, feminine singular, and feminine plural of the following adjectives.

Masculine singular Masculine plur. Feminine sing. Feminine plur.

grand
jeune
bon
ancien
cruel
heureux
cher
beau
long
blanc

8. Compare the following adjectives:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
jeune		
bon		

9. Complete the following sentences:

1. The man who is here is my brother. L'homme.....est ici est mon frère.
2. What has fallen?.....est tombé?
3. Her pen is lost.....plume est perdue.
4. Have you given them to her?.....avez-vous donnés?
5. I have found the money which is on the table. J'ai trouvé l'argent.....est sur la table.
6. What do you see?.....voyez-vous?
7. We are going with her. Nous allons avec.....
8. Who is here?.....est ici?

10. Translate the following sentences into French:

1. They are French newspapers.
2. He arrived on the 31st of June.

3. This pencil is mine, that is yours.
4. Mary is taller than her brother.
5. The pen that you bought is the best one.
6. She often spoke to him.
7. Do not put any there.
8. It is I.
9. My work is harder than my brother's.
10. What has happened?

First Year Idioms

The following idioms are the minimum requirement for the first year. In view of the strictly limited list, one example from a given class of similar expressions is often the only one chosen. For instance, *faire beau*, *avoir faim*.

avoir (Quel âge avez-vous? J'ai..... ans)	de bonne heure de quelle couleur
à droite, gauche	encore une fois
à la campagne	en retard
à la main	entrer dans
à la page	être (for date; c'est aujourd'hui)
à l'école	faire beau (mauvais, etc.; Quel temps fait-il?)
aller bien	faire attention
appeler, s' (Comment vous appelez- vous?)	heure (Quelle heure est-il?)
à quelle heure	il n'y a pas de quoi
à qui est	il y a (there is)
au lieu de	il y a (ago)
au milieu de	jouer à (games)
au moins	jouer de (instruments)
au printemps	n'est-ce pas?
au revoir	s'il vous plait
avoir besoin de	tout de suit
avoir faim (chaud, soif, etc.)	tout le monde
avoir mal à	

Vocabulary

The following is a list of some 450 words which constitute a minimum for a working vocabulary for the first year. Of these words there are included the 65 most frequently used words that are outside the count in the Vander Beke Word List; 230 more within the first 500 most frequently used words; 80 from 500-1000; and 75 above 1000.

Suggestions for Teaching Vocabulary

1. By showing objects and pictures.
2. By gesticulation.
3. By providing sufficient use through question and answer method.
4. By giving antonyms—riche, pauvre
bon, mauvais
sage, méchant.

5. By giving synonyms.
6. By linking English and French words of the same derivation.
7. By studying idioms in sentences.
8. By calling attention to the basic meaning and to the effect of suffix and prefix—venir, devenir, revenir.
9. By grouping related words.
10. By paraphrasing.
11. By translating.

First Year Words

à, au, aux, à la,	billet	corps	elle
à l'	blanc	côté	en (prep., pro.)
accompagner	blé	cou	encore
acheter	bleu	coucher, se	encore
affaire	bois	couleur	enfant
âge	boîte	coup	enfin
agir	bon	couper	ensemble
aider	bouche	cour	entendre
aimer	bras	court	entre
aller: s'en—	café	cousin	entrer
alors		coûter	envoyer
ami	campagne	craie	épée
an	canif	crayon	espèce
ancien	ce, cet, cette, ces	croire	est
année	ceci, cela, ça		et
août	celui, ceux, celle,	dame	état
appeler: s'—	celles	dans	été
apprendre	cesser	de, du, de la,	être
approcher: s'—	chacun	de l', des	étudier
après	chaise	déjà	eux
après-midi	chambre	déjeuner	
arbre	champ	demain	facile
argent	chanter	demander	faim
arriver	chapeau	demeurer	faire
asseoir: s'—	chaud	demi	famille
assez	chemin	depuis	faute
attendre	chemin de fer	dernier	femme
aujourd'hui	cher	derrière	fenêtre
aussi	chercher	désirer	fermer
aussitôt	cheval	devant	fête
automne	cheveu	devoir (v., n.)	feu
autre	chez	dieu	feuille
autrefois	chien	difficile	février
avant (de)	choisir	dimanche	fil
avec	chose	dîner	fil
avoir	ciel	dire	fin
avril	coeur	doigt	finir
	combien	donner	fleur
banc	comme	dormir	fois
bas	commencer	dos	forêt
bâtir	comment	droit	fort
beau, bel, belle,	comprendre		franc
beaux, belles	compter	eau	français
beaucoup	connaître	école	frère
beurre	consonne	écouter	froid
bien	content	écrire	
bientôt	continuer	église	garçon
bibliothèque	contraire	élève	gâteau

gauche	lui	ou	regarder
général	lundi	où	règle
genou	lune	oublier	remercier
gentil		ouest	remplir
grand	madame	oui	rencontrer
grand'mère	mademoiselle	ouvrir	rentrer
grand-père	magasin		répéter
gros	mai		répondre
guerre	main	page	riche
	maintenant	pain	rien
habiller	mais	papier	robe
habiter	maison	par	roi
haut	maître	parceque	rose
herbe	malade	parent	rouge
heure	manger	parler	rue
heureux	marcher	partir	
hier	mardi	pas	saisir
histoire	mars	pauvre	salle
hiver	matin	pays	salon
homme	mauvais	penser	samedi
hôtel	me	père	sans
	médecin	personne	savoir
ici	meilleur	petit	se
il, ils	même (adv., adj.)	peu	sel
important	mener	peur	semaine
	mercredi	peut-être	septembre
jamais	mère	phrase	seul
jambe	mettre	pied	si
janvier	midi	pluie	simple
jardin	mieux	plume	soeur
jaune	minuit	plus	soif
je	minute	poche	soir
jeter	moi	porte	soleil
jeu	mon, ma, mes	porter	son, sa, ses
jeudi	monsieur	poser	sous
jeune	monter	possible	souvent
joli	montrer	pour	sucré
jouer	montrer	pourquoi	sud
jour	morceau	pouvoir	sur
	mot	préférer	sûr
journée	mur	premier	
juillet		prendre	table
juin	nez	préparer	tableau
juste	noir	près (de)	tante
	nom	prêt	tard
là	nombre	printemps	tasse
laisser	non	professeur	temps
lait	nord	prononcer	terre
langue	notre	public	tête
le, la, les	nous	punir	théâtre
leçon	nouveau	pupitre	tirer
lettre	novembre		tomber
leur	nuit	quand	tort
lever:se—		quart	toucher
lieu	objet	que	toujours
ligne	octobre	quelque	tourner
lire	oeil, yeux	qui	tout
lit	oiseau	quoi	train
livre	on		travail
long	oncle	raison	travailler
longtemps	oreille	recevoir	très

triste	vendredi	village	voisin
trop	venir	ville	votre
trouver	vent	visage	vouloir
tu, te, toi	verre		vous
	vers	visite	voyelle
un, une	vert	vite	vrai
utile	viande	voici	
	vie	voilà	
vendre	vieux	voir	

SECOND YEAR GRAMMAR

The second year should begin with a thorough review of the grammar covered in the first year. The principles of pronunciation should be taken up again. Classroom expressions and the common idioms of the first year should be reviewed. *The new material of the second year should not be undertaken until the pupils are fully prepared to continue.*

Reading may be taken up at the point left off the previous year, and continued.

The minimum requirements in grammar for the second year are as follows:

1. The article: Omission of indefinite article with occupations, nationality and religion.
2. Verbs: The following list of verbs is to be studied during this year, using the verb scheme of the first year. At this time the past definite, the present and the imperfect subjunctive, should be added.

boire	mettre
connaître	mourir
courir	ouvrir
craindre (peindre, joindre)	partir (sortir, dormir, servir)
croire	pleuvoir
devoir	rire
écrire	suivre
envoyer	traduire
falloir	valoir
lire	vivre

a. Conditional sentences———

present—future

imperfect—conditional

b. Formation of compound tenses (other than the past indefinite)

- c. Time clauses—depuis quand, plus the present,
 combien de temps, plus the past indefinite,
 combien de temps, plus the future

d. Passive voice

(1) Regular formation

(2) Other methods of expressing it.

(a) with *on*

(b) with reflexives

- e. (1) Some common verbs which take direct object in French but not in English: (Both these groups might even be taken in 1st year.)
- | | |
|---------------|----------------|
| attendre..... | wait for |
| chercher..... | look for |
| demander..... | ask for |
| écouter..... | listen to |
| regarder..... | look at |
| saluer..... | bow to (greet) |
- (2) Some verbs that take direct object in English but not in French.
- | | |
|-------------|------------|
| answer..... | répondre à |
| obey..... | obéir à |
- f. Verbs taking the infinitive directly:
 aimer, aller, falloir, laisser, pouvoir, savoir, vouloir.
 Verbs taking the infinitive with *à*:
 apprendre, avoir, commencer, continuer, se mettre, réussir
 Verbs taking the infinitive with *de*:
 cesser, défendre, oublier, permettre, refuser, regretter, tâcher.
- g. Subjunctive
- (1) Used after expressions of uncertainty, emotion, necessity.
 (2) Used after impersonal construction such as—
 il faut, il est possible, il est nécessaire, il importe.
3. Adjectives:
- a. Quel
 b. Tout (use of definite article)
 c. Comparison of irregular adjectives—bon, mauvais, petit.
4. Adverbs:
- a. Formation—usually add *ment* to feminine singular of adjectives.
 b. Comparison of irregulars—beaucoup, bien, mal, peu.
5. Pronouns:
- a. Common uses of disjunctive
 b. Interrogatives complete
 c. Relatives complete
 d. Indefinite pronoun—*on*
6. Miscellaneous:
- a. Prepositions—*à, de, dans, en*, with places.
 b. Negative constructions
- | | |
|-----|-------------|
| (1) | ne—ni—ni |
| (2) | ne—plus |
| (3) | ne—jamais |
| (4) | ne—pas |
| (5) | ne—guère |
| (6) | ne—point |
| (7) | ne—que |
| (8) | ne—rien |
| (9) | ne—personne |

The above skeleton of the second year grammar should be used only as a

basis for the work. Drill and development must be taken care of by the teacher.

Second Year Idioms

à bon marché	être content de
aimer mieux	en effet
à la maison	
avoir beau	faire une promenade
avoir envie de	faire <i>plus infinitive</i> (faire faire)
avoir l'intention de	
à côté de	n'importe
à cause de	
à la fois	par jour (mois, an)
assister à	par ici
avoir lieu	pas du tout
avoir l'air de	par exemple
à peine	peu à peu
à la (barbe noire, etc.)	poser une question
bien entendu	se mettre à
c'est-à-dire	se servir de
cela m'est égal	se souvenir de
c'est dommage	se tirer d'affaire
	s'approcher de
	se demander
de plus en plus	s'amuser à
de son mieux	s'en aller
de temps en temps	tout à fait
de l'autre côté de	tout à coup
	tout à l'heure
en anglais	
en face de	vouloir bien
en ville	vouloir dire
être prêt à	venir de

Vocabulary—Second Year Words

In the second year list there are some 475 words, which constitute a minimum for a working vocabulary for this year. Of these words there are included 220 within the first 500 most frequently used words; 110 more from 500-1000; and 145 words above 1000.

abord (d')	ainsi	apercevoir	aucun
absolument	air	appartenir	au-dessous
accepter	ajouter	apporter	au-dessus
acier	allumer	armée	autant
action	allumette	arrêter	autour de
adieu	âme	arrivée	avancer
adresse	amener	assiette	avant que
aiguille	amour	assister	
ailleurs (d')	amuser	attacher	baigner, se
aimable	animal	attention	bataille

bateau	davantage	éviter	intention
battre	debout	examen	intéresser
berger	décider	excellent	intérêt
besoin	déchirer	exemple	intérieur
bête	déclarer	exercice	interrompre
blond	défendre	exister	inutile
boeuf	dehors	expliquer	inviter
boire	dent		
bonheur	départ	fâcher, se	jeunesse
bonjour	dépêcher, se	façon	joie
bonne	dès	facteur	juger
bord	descendre	faible	jusqu'à
boulangier	devenir	falloir	juste
bout	deviner	fatigué	
bouteille	différent	fauteuil	là-bas
brosser	diriger	faux	lac
bruit	disparaître	fer	laid
brun	disposer	fier	laine
bureau	distinguer	figure	lampe
	domestique	fil	large
cachier	donc	fond	larme
cahier	dont	force	laver, se
camarade	douleur	forcer	lecture
car	doute	forme	léger
carte	douter	former	légume
carte postale	doux	fou	lendemain
casser	dur	foule	lent
cependant		fourchette	lequel
cerise	échapper	frais	liberté
certain	édifice	fraise	libre
chaleur	effacer	frapper	loi
changer	effet	fromage	loin
chaque	effort	front	lorsque
charger	égal	fruit	lourd
charmant	élever	fusil	lumière
chasse	embrasser		mal
chat	empêcher	gagner	malgré
chef	employer	gant	malheureux
cheminée	emporter	garder	malle
clair	encrier	gare	manière
clef	endroit	geler	manquer
coin	ennemi	gens	marchand
compagnon	ennuyer	glisser	mari
complet (n., adj.)	enseigner	goût	marquer
condition	ensuite	goûter	méchant
conduire	entier	grâce	membre
conte	entourer	grandir	mémoire
contenir	envie		mentir
contre	environ	habile	mer
conversation	épaule	habit	merci
corriger	erreur	habitant	métier
couteau	escalier	honneur	mètre
couverture	espérer	hôpital	meuble
couvrir	esprit	hors	milieu
craindre	essayer	hôte	moderne
crier	étaille		moindre
cuiller	étonner	idée	moins
cuisine	étranger	ignorer	mois
cuisinière	étroit	impossible	moitié
	étudiant	inconnu	moment
date	éveiller: s'—	instant	monde

mont	patrie	question	soin
montagne	payer	quitter	soldat
mort (n., adj.)	paysan		sommeil
mourir	peau	raconter	son
moyen	peigner, se	rappeler, se	songer
musique	peine (n., adv.)	rare	sonner
	pendant	reconnaître	sorte
naître	pensée	refuser	sortir
nature	pension	remettre	souffrir
naturel	perdre	repas	souhaiter
nécessaire	permettre	repandre	soulier
neige	peuple	reste	souigner
neiger	pièce	rester	souvenir; (n., v.)
nettoyer	pierre	retard	se—
neveu	place	retour	suffire
nid	placer	retourner	suite
nièce	plaire	résumé	suivre
noël	plaisir	retenir	surprise
nouvelle	plein	retrouver	surtout
nuage	pleurer	réussir	
	pleuvoir	réveiller: se—	tâcher
obéir	plupart	revenir	taire, se
obliger	plusieurs	rideau	tandis que
obscur	plûtôt	rire	tant
observer	point (n., adv.)	roman	tel
obtenir	poire	rompre	tendre
occasion	poisson	rond	tenir
occuper: s'—de	poitrine	rougir	timbre poste
oeuf	poli	route	toit
officier	pomme		tôt
offrir	pomme de terre	sable	tour (n. f.)
ombre	posséder	sage	tranquille
opinion	poule	saison	trou
or (n., conj.)	pourtant	sale	tuer
ordinaire	pousser (push, grow)	saluer	
ordonner	présenter	sang	vacances
ordre	presque	sauver	vache
os	prêter	savon	vaincre
oser	prier	scène	valeur
ôter	prix	sec	valoir
ouvrier	prochain	second	véritable
	profond	sembler	vérité
paix	promenade	sens	vêtement
paraître	promener, se	sentir	vide
parapluie	promettre	séparer	vieillard
pardon	propre	sérieux	vin
pareil	prouver	serviette	visiter
paresseux	prune	servir	vivre
parfait	puis	seulement	voiture
parmi	puisque	siècle	voix
parole		signe	voyager
partie	quel	silence	vraiment
partout	quelqu'un	sitôt	vue
passer		soie	

READING

Since reading ability is the primary objective in the study of French, classroom efforts during the first two years should center on the development of this ability. As a minimum requirement, the direct reading of simple French with a fair degree of accuracy is expected.

A student has the ability to read a foreign language only when he is able to grasp, directly and without translation, the meaning of the passage read. In order to attain this ability more readily, grammar drill should be avoided during the reading lesson.

Accuracy should not be sacrificed for quantity; however, a certain minimum should be kept in mind. The requirement for the first year is 100 pages of easy French.

The minimum for the second year is 200 pages. Selections may be made from collections of short stories, representative novels, and simple plays.

The pupil should be encouraged to feel that French is a living language. In order to develop this feeling, newspapers and other supplementary material should be used when possible. *Le Petit Journal*, published by Doubleday, Doran & Co., Garden City, N. Y., and *La Vie*, published by Banks Upshaw, Dallas, Texas, are suggested.

In our list, we are recommending books that seem simplest and best in arrangement and content. The list is by no means exhaustive.

Supplementary reading in addition to regular class work should be encouraged.

All teachers should have an all French dictionary—Le Petit Larousse, D. C. Heath & Co., and a French-English, English-French Dictionary. The Heath's New French Dictionary (with phonetic pronunciation of each word) is recommended.

Early First Year

Contes et Légendes, Guerber-Crosse. Am. Bk. Co. 243 pp.

Language and sentence structure very simple in first part. Idioms gradually introduced. Fairy tales and legends.

Mémoires d'un Ane, by Mme. la Comtesse de Ségur, edited by Louisa Vigiani-Shultz. Harper and Bros., N. Y.

Delightfully interesting tales of a donkey, adapted and modified for late first year or early second year reading. Numerous and varied exercises.

Si Nous Lisions, Cochrane, Eddy. Univ. of Chi. Series, D. C. Heath & Co. 168 pp.

A good beginning reader. Interesting material and valuable exercises. Experiences of real children on trip through France.

Sept Contes de la Vieille France, Giduz and Holmes. D. C. Heath & Co. 71 pp.

A refreshingly different book. Simple style for early first year. Variety in exercises, well illustrated.

Pas à Pas, McGill, de Lautreppe. C. E. Merrill Co. 111 pp.

Most of the stories short enough for one day's reading. Some familiar subject matter. Selections from representative French authors. Fairly easy French.

Petits Contes de France, Méras and Roth. Am. Bk. Co. 187 pp.

Materials which should arouse in pupils a true interest in the character, customs, and thought of France. Simple style. Some use of the past definite in the later stories.

French Reader for Beginners, Wooley and Bourdin. D. C. Heath & Co. 155 pp.

Simple stories. Carefully graded in difficulty. Short enough for reading units. Easy questionnaires, covering the stories fully. First half in present tense, latter in imperfect and past definite.

La France, Hills and Dondo. Heath. 242 pp.

Simple vocabulary. Attractive presentation of interesting reading material about geography and history of France. Much repetition of idioms. Exercises encourage conversation.

Later First Year

Sans Famille, Meade, Cochrane, Eddy, Univ. of Chi. Series. D. C. Heath & Co. 126 pp.

A charming story revised and simplified. Wide variety in exercises.

Aventures de la Famille Gautier, Spink and Millis. Ginn & Co. 210 pp.

Simple sentence structure and phraseology. An exciting story of real children traveling in France. French history, geography, legend, and custom are delightfully woven into the story. Attractively illustrated.

French Stories for Beginners, Greenberg. C. E. Merrill Co. 132 pp.

Brief summary in English precedes each story. Difficult idioms and constructions explained after each unit.

Mes Premières Lectures, Mercier. Silver, Burdette & Co. 162 pp.

Written as a diary of a French class. Material such as would interest high school pupils. Suitable for rapid reading and conversational work.

Pierrille, Claretie. Cochrane, Eddy, eds., Univ. of Chi. Series. Heath. 165 pp.

A charming story in simplified form. Good illustrations. French life.

Oral French Reader, Holzwarth & Price. Heath. 202 pp.

Anecdotes, home life, France and the French. Interesting, compact units. Recommended for intensive reading and oral treatment. Exercises such as will obviate the necessity of translation.

Le Beau Pays de France, Spink. Ginn. 152 pp.

Material which will lead to cultural interest in France and her people. Great variety in material and presentation.

Five Easy French Plays, Simpson. Ginn. 139 pp.

Suitable for lively reading, memorization, and presentation.

Progressive French Reader. Galland & deGord. MacMillan. 142 pp.

Excellent content. French life. Short sketches, but linked together. Offers variety in form.

Lisons Donc, deSauzé. Henry Holt & Co. 146 pp.

Interesting material. Short selections, well-balanced direct method exercises.

Second Year Reading

New French Reader, Revised ed., Ford & Hicks. Holt. 193 pp.

Simplified versions of fourteen famous French short stories. Attention given to basic word count. New words indexed to refer to previous vocabularies. Excellent for direct reading.

Le Petit Chose, Daudet. Mitchell, ed., Heath. 251 pp.

Pathetic story of a child. Autobiographical. Reading simplified. Exercises provide practice on words and idioms of high school range.

Le Tour de Monde en 80 Jours, Verne. Heath. 219 pp.

Verne's classic story in abridged form. Should appeal to youthful spirit of adventure. Notes and exercises.

La Tâche du Petit Pierre, Mairet. Manly, ed. Am. Bk. Co. 125 pp.

An appealing story of children. Simple French, varied exercises and notes.

Le Voyage de M. Perrichon, Labiche et Martin. Carrel, ed. Holt, 150 pp. (and most other publishers).

Rich in humorous situations. Frequent use of idioms. Well adapted for memory work and dramatic treatment.

L'Abbé Constantin, Halévy. Manly, ed. Allyn & Bacon. 150 pp.

A story of two American expatriates in France. A delightful romance which always appeals to high school students. Illustrated, with exercises and notes.

Carmen, Mérimée. DeVries & Towne. Prentiss-Hall. 73 pp.

Short moving tale of the opera of the same name. Not too difficult.

Contes Divers, Harvitt, ed. Scribners. 184 pp.

Excellent selections from various authors. Exercises and questionnaire after each story. Grammatical principles emphasized.

Favorite French Stories, Parker, ed. Allyn & Bacon. 241 pp.

- Splendid selections from famous authors. Notes and illustrations.
D'Artagnan, Bovée & Goddard, eds. Heath. 244 pp.
 The best-known incidents of the *Three Musketeers* simplified to bring it within the scope of high school pupils. Constructions greatly simplified. Exercises will test comprehension. Drawings.
Héroes et Héroïnes de France, Dubrulle. Ginn. 150 pp.
 Interesting historical and biographical sketches. Short selections. Thought-provoking questions and notes.
La Poudre au Yeux, Labiche et Martin. François, ed. Am. Bk. Co. 117 pp.
 Humorous play which can be appreciated by high school pupils. Exercises and notes. Good alternative for *Perrichon*.
Le Retour des Soldats, Maloubier. Allyn & Bacon. 69 pp.
 Modern play based on recent events. French of today. Notes and exercises.
La Tulipe Noire, Dumas. Fontaine, ed. Allyn & Bacon. 180 pp.
 Abridged and simplified, with notes. Scene of story laid in Holland. Not best known by this author, but is very interesting.
Colomba, Mérimée. Ford & Hicks, eds. Holt. 173 pp.
 Exciting story of the "evil eye": Corsican bandit life. Frequently used in high school reading.
La Mare au Diable, Sand. Cardon et Cardon, eds. Allyn & Bacon. 148 pp.
 A short novel of peasant life. Good for late second year.

REALIA

One of the chief concerns in teaching French should be to make the subject so pleasurable for the students that they will be eager for knowledge of the nation's position in the world of art, literature, science and world affairs. Enjoyment creates a receptive mood. This enjoyment can be stimulated through the effective use of realia: maps, pictures, songs, dictionaries, books of illustrative material about the people and the country (in English as well as French); games, plays, rhymes, and posters are materials easily accessible to teachers of French. A phonograph with suitable records is also a great aid.

The possibilities of realia are practically unlimited. We suggest a few broad fields for consideration. (List of Realia may be procured—Dr. Stephen A. Freeman, Middlebury College, Middlebury, Vermont—35c.)

1. Means of enjoyment and leisure: materials for creating French atmosphere in the class room or club.
 - a. Maps, slides, postcards, pictures, posters
 - b. Cross-word puzzles, anagrams
 - c. Reading in English about France
2. Geography:
 - a. Location, climate, size, population
 - b. Government
 - c. Rivers, mountains
 - d. Cities
 - e. Industries, occupations

References:

- Sketch maps of France—Kullmer and Gérard-Kramer Pub. Co., Syracuse N. Y.
 Geography of France—Blanchard and Todd—Rand, McNally & Co., N. Y.

France—Michaud & Marinoni—Macmillan, N. Y.

3. History:

- a. Early history
- b. France before the Revolution
- c. The Revolution
- d. The First to the Third Republic

References:

Histoire de France—Lavis—D. C. Heath & Co.

History of France—Davis—Houghton-Mifflin Co.

4. National ideals and traits:

- a. French Life and Ways, C. Guibillon—E. P. Dutton & Co.
- b. French Ways and Their Meaning—Wharton—D. Appleton & Co., N. Y.

5. Manners and Customs:

- a. Laundering in the villages
- b. Meals
- c. Theaters, holidays

Reference:

La France et les Français—Pargment—Macmillan Co., N. Y.

6. The people of France:

- a. Scientists, Statesmen, Musicians, Writers, Artists
- b. The woman and young girl of France
- c. The man and the young boy of France

Reference:

How the French Boy Learns to Write—Rollo W. Brown

7. Institutions:

- a. The home, marriage
- b. Public schools, colleges, universities, libraries, museums
- c. L'Académie Française
- d. Theaters
- e. Religion and church
- f. Army

GERMAN

FIRST YEAR

I. Reasons for the study of German in the High School

- A. Preparation for future study in chosen vocation:
 - 1. Scientific field, i.e. Chemistry, Physics, etc.
 - 2. Professional field, i.e. Medicine, Library work, etc.
 - 3. Linguistic field, advanced study in modern languages, including English.
- B. Clearer understanding of English:
 - 1. Through the study of grammar and syntax
 - 2. Improvement in English vocabulary resulting from a knowledge of the root meanings of words of Teutonic origin.
 - 3. Ability to choose words more accurately through the translation from German into English.
- C. Sympathetic knowledge of the life and customs of the German people and an understanding of current events in Germany and Europe, based on the study of the history and development of Germany.
- D. Foundation for travel abroad, in developing some degree of ability and accuracy in the spoken language; also ability to recognize and understand, partially at least, German as heard over the radio, in the theatre, both in speech and in song.
- E. Ability to read current literature and periodicals in German as a part of education for leisure.
- F. Preparation for a fuller and richer citizenship in the present day world.
- G. From the standpoint of preparation for college, the object of the high school German course should be the development of the ability to intelligently follow the college course in second year German.

II. Objectives

- A. The accurate pronunciation of *all* sounds in all possible combinations, including a careful study of the new letters to be learned in German print.
- B. A working vocabulary of everyday expressions, such as, the time of day, dates, ages, classroom conversation, and conversations at meals, etc.
- C. A clear, *usable* knowledge of the fundamentals of grammar.
 - 1. The conjugation of any weak verb, and about 50 of the most frequently used strong verbs, in the six tenses of the indicative mood and the imperative mood and also the modal auxiliaries in the three simple tenses of the indicative. This list includes the minimum of strong verbs to be learned in the first year:

beginnen	halten	schlafen	steigen
binden	hangen	schneiden	sterben
bitten	heben	schreiben	tragen
bleiben	heissen	schliessen	treten
brechen	helfen	schwimmen	trinken
essen	kommen	sehen	tun
finden	lassen	sein	vergessen
fahren	laufen	singen	verlassen
fallen	lesen	sitzen	werden
fliegen	liegen	sprechen	werfen
fressen	nehmen	springen	ziehen
geben	reiten	stehen	
gehen	scheinen	stehen	

Also the following irregular weak verbs should be learned:

brennen	nennen	wenden	bringen
kennen	senden	denken	wissen

2. The declension of weak, and strong, and mixed nouns with the "der" and "ein" words, and with adjectives.
 3. The most general rules of word order, governing the position of the infinitive, past participle, adverbs, subject in inverted order, and verbs in a subordinate clause.
 4. The comparison of adjectives and adverbs, regular and irregular; and the study of cardinal and ordinal numerals.
 5. The declension, use, and position of the personal pronouns, and the possessives.
 6. The use of prepositions and the cases governed by each.
 7. The contraction of the definite article with some of the prepositions; also "darauf" and "worauf" and similar contractions.
- D. Ability to understand oral German in the classroom, and carry on the class discussions in German, at least in the second semester.
- E. Ability to write from dictation and then translate into English any material in the reader or reading passages in the grammar.
- F. The reading of much easy German, based on everyday experiences; also material, the contents of which are familiar, such as simple stories and anecdotes that are known already in English; and some information on the life, art, customs, music, and history of Germany.

III. Methods of attaining these objectives

- A. Pronunciation must be taught through imitation and explanation of sounds:
1. One week, at least, should be spent solely on the pronunciation at the beginning before the printed German is attempted. This should be done without textbook. Many lists of words and phrases, written on the black board in English script, should be studied and pronounced by the pupils before any grammar is studied. The vowels serve as the best basis for making up the lists. The following are suggested lists of words to be used in the very beginning of the course to teach pronunciation.

was	See	breit	Stück
alt	nehmen	Kreide	jünger
war	wer	eine	über
falsch	jetzt	schreiben	für
fragen	jeder	Mai	Schüler
alle	er	kein	Führer
Tante	zehn	mein	fühlen
Klasse	sprechen	sein	Glück
Mann	der	Wein	wünschen
Ball	gestern	drei	Mütter
Jahr	Hände	Kaiser	Füsse
Tag	Väter	zwei	Stühle
Saal	Bälle		
Frage	Männer	so	schön
lang	zählen	vor	Söhne
ja	März	also	öffnen
das	älter	rot	Wörter
sagen	spät	morgen	zwölf
Hand	während	kommt	Körper
haben	Kälte	Wort	Löwe
Satz		von	grösser
Vater	wie	dort	
halb	Sie	Sonne	aus
Paar	die	kommen	Haus
mal	wir	Sohn	bauten
Haar	ihn	ohne	Baum
Mahl	mir	wo	Raum
Zahn	dir	oben	auch
taten	hier	gross	auf
	sieht	Bote	blau
lesen	bieten	Schule	braun
mehr	vier	Uhr	grau
sehr	sieben	tun	laut
Lehrer	wieviel	und	taub
fehlen	bin	Stunde	Häuser
heben	ist	jung	Räuber
Beet	ich	um	Mäuse
Feder	mit	Butter	Gebäude
elf	bitten	Mutter	läuft
Fest	sind	unter	Fräulein
Heft	sitzen	Fuss	Bäume
bestens	Tisch	Fluss	neu
Bett	in	Hund	neun
sechs	im	Stuhl	Freund
Herr	nicht	Tür	Deutsch
lernen		grün	heute
lehren	ein	fünf	

2. This should be followed by a careful study of the new printed forms of the letters in the Gothic type, so that the pupil easily and quickly recognizes all of the differences. The recognition of the letters and sounds must be thoroughly mastered at the beginning before any study of grammar is begun.

B. Working Vocabulary.

1. Continual practice on classroom and everyday expressions, all of this taught orally by the teacher before it is studied in the book—is the best and most effective way to teach vocabulary. This method must be repeatedly used for all new material.

Imitation and repetition are essential to the easy use of the spoken German.

2. The pupil must be taught to learn all new words *thoroughly*. He must realize that his vocabulary is progressive, that each word depends on something previously learned, and leads to something to be learned in the future.
3. The teacher should use every available means of impressing the meaning of the new words, for example, the relationship of words, the use of objects, the use of the new words in many different ways, in all the cases, tenses, or forms. All this will help the student to understand and remember the meanings of the words. The pupil can be taught to use "intelligent guessing" to arrive at the meaning of new words *after* he has mastered some root meanings.
4. The memorizing of poems and songs helps greatly to increase the vocabulary and to insure correct pronunciation.

C. Grammar

1. Grammar must be taught by what we call the "direct method." The grammar is taken up, we might say, "informally" and not "formally." German passages including new points in grammar are read in German, translated, discussed, and explained before the grammar is studied as such. This gives to the pupil the right view point about grammar. It is only a means to an end, that end being the correct use and understanding of the written and spoken German. For example, the four cases of the nouns are all taken up as they appear in sentences, and are used and translated before the whole declension is studied. Many, many sentences using the four most used persons of the present tense are used and learned before the student is conscious that he is conjugating the present tense. The pupil must learn to use the nouns and verbs, etc., as they appear in conversation and reading, not in paradigms. This latter is only to correlate and simplify the future study of new words. All grammar must be taught in this useful and practical way.

D. The class period—oral German

1. The ability to use in conversation the German learned in the first year is one of the chief aims. If the teacher, from the first day of the class, speaks German the pupil will readily fall in line and easily carry on the class discussion in German. It is necessary, of course, to make explanations in English, and a great deal of this can be written on the blackboard in order to avoid speaking any more English than necessary. Again it is a case of imitation and repetition.
2. The text or lesson must be read *aloud everyday*. This should be the first part of the home work assignment, in fact an important part. The pupil must practice speaking if he expects to speak. It should be read by the teacher the day it is assigned.

All new material should be explained so that the pupil has some idea of the meaning of the contents. This avoids many errors on the part of the pupil and helps him to learn correctly the first time, and saves the teacher time that often has to be spent correcting mistakes which sometimes make a more lasting impression on the pupil than the correct procedure.

3. The direct translation method is not desirable and should not be used alone. The pupil must of course know the meaning of the words and must understand the sense of a group of words. But, to be able to translate a sentence from German into English does not necessarily mean that the pupil understands the passage or the syntax involved. The translation is only the preliminary step, the first step to understanding. It is only a means to a better end, and has a minor place in our modern methods of teaching. In addition to translating the passage,—most of which should be done in the class on the day the work was assigned,—the pupil should be able to read it *intelligently* in German, answer questions on the contents in German, first with his book open, then without the aid of the book.

E. Dictation

A most valuable method of establishing permanently in the mind of the pupil the correct meaning and spelling of words and forms is by dictation. This should be a part of every class period, if only five minutes. The pupil must learn to listen accurately and write down what he hears. Some of the new material, on the day after it is first assigned, should be briefly reviewed by this method. The pupil must be able to translate his own dictation. This final test will insure a clear understanding of the contents.

F. Reading

1. The pupil should begin reading immediately after the explanation of the sounds and letters. He should acquire meanings of words and phrases through usage.
2. The material to be read and studied in the first year must be easy. The contents should teach something about the German people and should be easy enough that the pupil can read rapidly without losing interest.
3. The study of the language, however, is not enough. The pupil may have to go outside of his textbook to get adequate information about Germany. This can be done by special reports brought in once a week or once every other week. The study of current events offers many opportunities to interest the pupil in the country whose language he is studying. Knowledge of conditions as they exist and an understanding of why they exist is the only way to establish a sane interpretation of the happenings in Europe today. These reports would necessarily have to be given in English.

SECOND YEAR

I. Reasons for study (see first year)

II. Objectives:

- A. Improved pronunciation and ease of reading.
- B. An enlarged vocabulary.
- C. An understanding of the more advanced phases of grammar:
 - 1. The relative pronoun
 - 2. Further study of separable and inseparable verbs
 - 3. Impersonal verbs
 - 4. Further study of personal pronouns
 - 5. Complete conjugation of the modal auxiliaries
 - 6. Passive voice
 - 7. The simple uses of the subjunctive
 - 8. The conditional.
- D. The continued use of German in the class.
- E. An introduction into modern German literature by the reading of some of the stories written by such authors as Storm, and Gerstäcker, etc.
- F. A more detailed and complete study of the life, history, and economic problems of Germany.

III. Methods of obtaining these objectives:

- A. More attention to the expression and interpretation of the spoken German.
- B. More emphasis on word-building, using root words already familiar. More extensive and careful use of what might be called "intelligent guessing."
- C. The grammar should be taught in the same way as in the first year, that is, first through use, then formally.
- D. The students should be required to express themselves, ask questions, and answer all questions in German. This is the natural outgrowth of the first year's work, if much spoken German was used.
- E. Only modern German literature should be read. Classical literature should be avoided. The same method of procedure should be followed in this reading as was used in the selections read in the first year. The majority of the work should center around the reading of German, and the discussion of the text by the pupil and the teacher. *Very little composition work, translating from English into German, should be done in high school German but some can be done in the second semester of the second year with careful explanations by the teacher.* The more advanced study of syntax that is necessary for accurate translation from English into German should come in advanced courses in college.
- F. A "Deutscher Verein," or a German Club, is a very helpful means of interesting the student and giving him the opportunity to develop

his ability to use German easily and readily. The meetings may be held once a week, either after school hours or during the regular class period. Songs can be sung, games played, and little plays given, to help the student to improve his vocabulary. Reports on current events in Germany will give the student a better understanding of problems in Europe today. This program will require a great deal of work on the part of the teacher, but it will more than repay itself in the results obtained.

SUGGESTED OBJECTIVE TESTS

The following are examples of the type of objective tests that can be given to check on vocabulary and grammar. Any number of such tests can be made by the teacher to use throughout the year.

I. Multiple choice.

Underline the English word that gives the correct meaning of the German:

1. Tafel—towel, ceiling, table, blackboard, tool.
2. Woche—week, work, weak, wake, watch.
3. Bleistift—blindspot, comb, blister, fountain pen, pencil.
4. Tasse—tassel, tissue, cup, saucer, tap.
5. Gebäude—custom, giver, alms, building, mason.

II. Completion.

- A. Put the correct form of the definite article in the blanks after the prepositions:

1. Er ist hinter..... Haus.
2. Sie stellte den Stock in..... Ecke.
3. Er ging durch..... Gang.
4. Der Knabe lief unter..... Baum.
5. Sie kam mit..... Lehrerin.

- B. Put in the blanks the proper form of the pronoun:

1. Hier ist ein Buch..... (it) ist gross.
2. Ist die Aufgabe lang? Nein,..... (it) ist kurz.
3. Ist der Lehrer alt? Ja,..... (he) ist alt.
4. Sind die Schülerinnen jung? Ja,..... (they) sind jung.
5. Wo is der Bleistift? Ich legte..... (it) auf das Pult.

- C. Put in the blanks the correct form of the adjective:

1. A beautiful child. Ein..... Kind.
2. The long night. Die..... Nacht.
3. This large room. Dieses..... Zimmer.
4. These long lessons. Diese..... Aufgaben.
5. My good father. Mein..... Vater.

D. Verbs.

Put in the blanks the correct form of the verbs:

1. What was he doing? Was.....er?
2. He is speaking the truth. Er.....die Wahrheit.

3. The sun was setting. Die Sonne.....(use untergehen)
4. He does not know it. Er.....es nicht.
5. The pupils had to study. Die Schüler.....studieren.

III. Comprehension.

Place a X mark after the statements that are true and a O mark after those that are false:

1. Grün ist eine Farbe.....
2. Jede Familie besteht aus sechs Personen.....
3. Vier mal fünf ist fünfzehn.....
4. Wer blind ist, kann nicht sehen.....
5. Der Sommer ist eine Jahreszeit.....

IV. Translation.

1. What time is it?
2. How are you?
3. He came this morning.
4. He likes to study.
5. There are two pens on the table.

This is a suggested test covering the work of the first year in high school German. These tests should not all be given at one time.

I. Vocabulary.

1. Zehn mal zehn ist.....
2. Elf und sieben ist.....
3. Das Jahr hat.....Tage.
4. Wir essen das Frühstück um.....Uhr.
5. Die Schwester meiner Mutter ist meine.....
6. Heute ist Montag. Vorgestern war.....
7. Man sieht mit den.....
8. Jedes Zimmer hat vier.....
9. Man trinkt Kaffee aus einer.....
10. Der Hund ist ein.....
11. Äpfel wachsen an einem.....
12. Man hängt.....an die Wand.
13. Eine Henne legt.....
14. Eine Stunde hat.....Minuten.
15. Man schreibt an die Tafel mit.....
16. Man isst Fleisch mit einem.....
17. Man schläft in der.....
18. Wenn wir hungrig sind,.....wir.
19. Man macht Butter aus der.....
20. Am Sonntag gehen wir in die.....

II. Verb forms.

1. The pupil opens the door. Der Schüler.....die Tür.
2. She does not answer. Sie.....nicht.
3. They were friends. Sie.....Freunde.
4. The teacher is giving us a long lesson. Der Lehrer.....uns eine lange Aufgabe.

5. She reads slowly. Sie..... langsam.
6. The books were lying on the table. Die Bücher..... auf dem Tische.
7. Have you the pen? die Feder?
8. What was he doing? Was..... er?
9. Why did he do it? Warum..... er es?
10. He walked across the bridge. Er..... (imperfect of gehen) über die Brücke.
11. He is speaking the truth. Er..... die Wahrheit.
12. The sun was setting. Die Sonne..... (untergehen).
13. Has he come? er..... ?
14. A blind man does not see anything. Ein Blinder..... nichts.
15. She was drinking a cup of milk. Sie..... eine Tasse Milch.
16. He begged me to stay. Er..... mich zu bleiben.
17. He entered the room. Er..... (treten) in das Zimmer.
18. I shall forget it. Ich.....
19. They slept until eight o'clock. Sie..... bis acht Uhr.
20. We did remain. Wir.....
21. My aunt has arrived. Meine Tante.....
22. Do you know where he has been? Wissen Sie, wo er..... ?
23. He had to go soon. Er..... bald gehen.
24. The lazy boy does not want to study. Der faule Knabe..... nicht studieren.
25. She is taking the child along. Sie..... das Kind mit.
26. He sat down in the chair. Er..... in den Stuhl.
27. The old man died. Der alte Mann.....
28. She had come to school late. Sie..... in die Schule spät.....
29. He is to be here at two o'clock. Er..... um zwei Uhr hier sein.
30. The dog has run around the house. Der Hund..... um das Haus.....
31. He fell asleep. Er.....
32. He brought her the book. Er..... ihr das Buch.
33. He did not know what he said. Er..... nicht, was er sagte.
34. He did not know his friend. Er..... nicht seinen Freund.
35. He could not find his pencil. Er..... seinen Bleistift nicht finden.
36. She will not sign tomorrow. Sie..... morgen.....
37. They have eaten. Sie.....
38. The teacher taught us German. Der Lehrer..... uns Deutsch.
39. She had not understood what he said. Sie..... nicht....., was er sagte.
40. The pupil closed the door. Der Schüler..... die Tür.
41. She became tired. Sie..... müde.
42. He carries his hat in his hand. Er..... seinen Hut in der Hand.
43. The books are lying on the table. Die Bücher..... auf dem Tische.
44. My friend has written to me once. Mein Freund..... mir einmal.....
45. The birds have flown. Die Vögel.....
46. The child broke the cup. Das Kind..... die Tasse.

47. The lazy boy does not help his mother. Der faule Knabe.....
siner Mutter nicht.
48. The girls have begun to write. Die Mädchen.....zu
schreiben.....
49. The dog was eating the meat. Der Hund.....das Fleisch.
50. She has been sick. Sie.....krank.....

III. Nouns, adjectives, articles, and pronouns.

1. She is a good child. Sie ist ein.....
2. Give me that red apple. Geben Sie mir.....
3. Good books are our best friends. Gute Bücher sind
4. My garden is large, yours is small. Mein Garten ist gross,.....
(polite form) ist klein.
5. We need those long tables. Wir brauchen
6. I like this white paper. Ich habe gern.
7. That is not your pen but mine. Das ist nicht Ihre Feder, sondern
8. The book which you had. Das Buch,.....Sie hatten.
9. This notebook is mine, that one is his. Dieses Heft ist mein,
.....ist.....
10. The boy whom we saw. Der Knabe,.....wir sahen.
11. You see him now. Sie sehen.....jetzt.
12. A small window. Ein.....
13. We can do nothing with it. Wir können.....nichts tun.
14. I thank you for it. Ich danke.....
15. The letter is not from him. Der Brief ist nicht von.....
16. To whom are you talking?sprechen Sie?
17. The face of the little child was pretty. Das Gesicht
.....war schön.
18. The colors in the large pictures were bright. Die Farben in.....
.....waren hell.
19. The father of the lazy boy was angry. Der Vater
.....war zornig.
20. They went into the tall building. Sie gingen in
21. My brother is older than I. Mein Bruder ist.....als ich.
22. An old man came into the room. Ein kam in
.....Zimmer.
23. Cold water tastes good. schmeckt gut.
24. His new books are green. sind grün.
25. She came with her old friends. Sie kam mit
26. He ran through the long hall. Er lief durch
27. There were many mothers of the girls in the schoolroom. Es
waren im Schulzimmer.
28. The days in July are the longest. Die Tage im Juli sind
29. Is the lesson short? Ist Die Aufgabe kurz? No, it is long.
Nein, (it) ist lang.
30. The little boy was sitting under the large apple tree. Der
..... sass unter

31. I have no little brother, but I have a big one. Ich habe
....., aber ich habe
32. She brought a glass of milk for her little girl. Sie brachte
..... für
33. With what shall we cut the bread? werden wir das
Brot schneiden?
34. I cannot write without my pen or pencil. Ich kann ohne.....
..... oder nicht schreiben.
35. A sky-scraper is a building with many stories. Ein Wolken-
kratzer ist ein Gebäude mit Stockwerken.
36. I like to go out of the city into the cool country. Ich gehe gern
aus..... in
37. I do not like such long lessons. Ich habe
..... nicht gern.
38. I work in the morning, play in the afternoon, and at night I
sleep. Ich arbeite, spiele und schlafe
ich.
39. When I came home, my brother was not at home. Als ich
..... kam, war mein Bruder nicht
40. Since that morning he does not come anymore. Seit
..... kommt er nicht mehr.

IV. Answer the following questions:

1. Wie alt sind Sie?
2. Wieviel ist neun und drei?
3. Wieviel ist acht mal vier?
4. Ist vierzig weniger als fünfzig?
5. Wann sind Sie geboren?
6. Wieviel Tage hat der Februar?
7. Welches sind the Wochentage?
8. Wie heißen Sie?
9. Welches ist die Form eines Tisches?
10. Wie ist die Farbe Ihres Haares?
11. Womit hören Sie?
12. Wovon ist die Hand ein Teil?
13. An welchem Körperteil trägt man Schuhe and Strümpfe?
14. Wo befinden sich die Zähne?
15. Was ist höher, eine Tür oder eine Decke?
16. Wie sind die Tage im Winter?
17. In welcher Jahreszeit ist der Monat April?
18. Wann scheint die Sonne am heissesten?
19. Wie heisst die dritte Jahreszeit?
20. An welchem Tage ist Weihnachten?

V. Translation.

1. He likes to study.
2. What time is it?
3. How are you?
4. There are two pens on the table.

5. He came this morning.
6. I am sorry.
7. Thank you. You are welcome.
8. How old are you?
9. I am eighteen years old.
10. I am hungry.
11. He is right.
12. Now, pay attention.
13. Whose book is this?
14. With what does one write?
15. I do not feel well.
16. My name is Mary.
17. Yesterday he helped me.
18. Tell me what he is reading.
19. He will be here tomorrow.
20. What kind of a dog do you have?

SUGGESTED MATERIALS

First Year

Grammars:

First course in German—Schrag—Midwest Book Co.
 Progressive German Course (1st year)—Fasnacht—Macmillan Co.
 Progressive German Course (2nd year)—Fasnacht—Macmillan Co.
 Essentials of German—Vos—Holt

A. Combination Method

Bacon—New German Grammar—Allyn
 Bierwirth—Elementary Lessons in German (Holt)
 Collar—First year German—Ginn
 Harris—German Lessons—Heath

B. Direct Method

Alexis and Schrag—First Course in German—Midwest
 Betz and Price—A First German Book—American
 Bloomfield—First German Book—Century
 Meyer—Fundamentals of German—Globe

Readers:

First German Reader—Handschin—Crofts
 Glück Auf—Wenckebach—Ginn
 First German Reader—Vos—Holt
 German Reader for Beginners—Haertel—Ginn
 Bilderlesebuch—Koischwitz—Crofts
 German Tales for Beginners—Zeydel—Crofts
 Märchen and Erzählungen—H. A. Guerber
 Elementary German Reader—Super—Ginn
 An Elementary German Reader—Zeydel—Crofts
 Deutschland von Heute und Gestern—Fleissner—Crofts.

Second Year*Grammars:*

(Same as first year)

Readers:

Altes und Neues—Roseler & Will—(Combination reader and Grammar)

Holt

In Deutschland—Alexis and Pfeiler—Midwest

Deutschland and die Deutschen—Markish—American

Das Rheinland—Evans and Rosler—Crofts

Second German Reader—Zeydel—Knopf

Neue Märchen und Erzählungen—Hildegard and Ernst Rose—Prentice

Hall

Immensee—Storm—Scribners

Germelshausen—Gerstäcker—Heath

SPANISH

IMPORTANCE AND VALUE OF SPANISH

The importance of foreign language instruction needs no demonstration to the ever-increasing number of our citizens who travel abroad. Those who have had an opportunity have found themselves in many a situation in which their pleasure and comfort have been enhanced by even a slight acquaintance with the language of the countries they visited. Still, it must be admitted that the advantages of travel are reserved as yet for a relatively small minority. For the rest the justification for foreign language instruction is to be sought in a wider application: in its cultural and broadening aspect, in the pleasure and indirect profit to be derived from an acquaintance with another tongue. On the cultural side, it may be stated without reservation that nothing contributes more to the understanding and appreciation of the psychology of other peoples than an acquaintance with their language. A knowledge of other customs extends one's sympathy and understanding, tends to reduce provincialism, and adds an important element in the furthering of world peace. From the practical standpoint, language training affords a considerable amount of valuable mental discipline through the performance of definite and regular tasks, the student's knowledge of English is extended, and his habits of enunciation are improved.

Spanish is particularly important, both from a practical and from a cultural point of view. It is spoken by seventy million people and is the language of Spain, Cuba, Porto Rico, Mexico, Central America, South America (except Brazil), and the Philippines. Spanish has long been considered an essential part of the curriculum in progressive high schools and an acceptable college entrance requirement. This is also true of North Carolina, where this language has been successfully taught for a considerable period of time. Students from North Carolina high schools have satisfactorily continued the study in college, and in no few cases the knowledge thus obtained has been of material assistance in their life work. Men and women with a knowledge of Spanish have been, and still are, sought by educational institutions and commercial firms of high standing. It goes without saying that North Carolina should continue to contribute her share to the corps of men and women constantly being recruited for teaching and for service in foreign fields.

But an acquaintance with Spanish is of value to the great majority who may never have an opportunity to make use of it commercially. The rich field of Spanish literature, with its many contributions to poetry, prose fiction, and drama, lies open to the student who fits himself to appreciate it. In history the study of Latin-America and our own Southwest can be greatly furthered by a knowledge of Spanish. Politically and economically, the United States is more closely connected with Spanish-America—the two most important languages of the western hemisphere being English and Spanish—than with any other group of nations. An understanding and appreciation of the problems, customs, industries, institutions, and culture of the republics to the South have become a matter of ever-increasing moment. Our cultural knowledge should keep pace with the material connections that are being improved daily. More and more steamships are being added to the lines

serving Latin-American ports, a hard surface road to Mexico City and beyond is now assured, and radio programs from several stations in Spanish-speaking America are now within reach.

A TWO-YEAR COURSE

A two-year high school course in Spanish cannot be expected to provide complete equipment for the enjoyment of all the advantages set forth above, but it can attain certain definite objectives which will be of cultural and practical value, of service to the student who continues his work in college, and to the one to whom this privilege is denied. Within the limits of the time specified, a student can attain a reasonably good pronunciation, can gain a comprehension of the essential principles of Spanish construction, can acquire a fair working vocabulary, learn to read Spanish of moderate difficulty, and understand Spanish if spoken slowly. He can also gain an insight into the customs and psychology of Spanish-speaking peoples and extend his knowledge of the geography of Spain and Spanish-America.

DIVISION OF ESSENTIALS

The following outline has been divided into two parts—an "indispensable minimum" and an "expected achievement"—for definite reasons. The "indispensable minimum" will insure a degree of uniformity in instruction that will not only reduce the difficulties of the individual student who transfers from one school to another, but will also provide the same advantages for the whole class, whenever the work in the second year is continued with another teacher. This "indispensable minimum" will likewise make it easier for the teacher who takes up work already begun by another. Furthermore, in the case of students entering college from different high schools, a basic similarity of preparation will materially increase their chances of success.

It should be stated at the outset that the "indispensable minimum" does not reduce the teaching to a highly standardized program. On the contrary, this requirement is set low enough to allow ample freedom to develop individuality in accord with the teacher's preparation and experience. Differences in conditions and instruction are to be expected, and provision has been made for this in the "expected achievement" which, though stated in general terms, should be regarded as a normal attainment. In brief, the first section should be rigidly followed, and the second taken as a standard of achievement. The combination of the two is intended to guide the inexperienced instructor, to stabilize the instruction of the experienced teacher, and to give to both the assurance that basically the same sort of work is being done throughout the state.

THE FIRST YEAR

Indispensable Minimum

In both years it will be noted that in this part of the work emphasis is placed on pronunciation, vocabulary building, and understanding of short units of expression.

1. *Pronunciation.* Ability to pronounce individual words and brief units of expression (two to five words in combination). Special attention should

be paid to accentuation; vowels; diphthongs; the pronunciation of b-v, c-z, d, t, r, rr, g (in all combinations), j, ll, ñ; the principles of Spanish syllabification and their application to the linking of words.

2. *Vocabulary.* Recognition and reproduction knowledge of the following 400 words:

abrir	bueno	dar	falta (1)
acá	buscar	deber	faltar
acabar		decir	fe
acaso (1)	caballero (4)	dejar	feliz (2)
acercar	caballo (4)	delante	fin (1)
acompañar	cabeza	demás	flor
adelante	cabo	dentro	fondo
además	cada (3)	derecho (5)	francés (2)
advertir	caer	descubrir	frente
agua	callar	desde	frío
ahora	calle	desear	fuera
aire	camino	deseo	fuego (4)
alcanzar	campo (1)	despertar	fuerte
alma	cantar	después	fuerza (4)
algo (4)	cara (5)	detener	
alguno	carne	día (3)	ganar
alto (1)	carta (5)	digno	gente (4)
allá	casa (1)	dinero	gozar
allí (3)	casar	Dios	gracia
amar	casi (1)	dirigir	grande
ambos	caso	disponer	guerra (5)
amigo (4)	cerca (2)	dolor	gustar
amo (1)	cerrar (5)	donde	gusto (4)
amor	cielo (2)	dormir	
andar	ciudad (3)	duda (3)	haber
antes (2)	claro	dueño	hablar
añadir	coger	dulce (2)	hacer
año (3)	colocar	durante	hacia (2)
aparecer	comer (5)	duro	hallar
apartar	como (1)		hasta (1)
apenas	compañero (3)	echar	hermano
aquí	comprender	edad (3)	hermoso
arrojar (5)	con	ejemplo	hijo (4)
así	conocer	empezar	hombre (5)
asunto (2)	conseguir	emplear	hora
atreverse	contar	encontrar	hoy
aun	contestar	engañar	huir
aunque	contra (5)	entender	igual
ayer	convenir	entero	importar
ayudar	corazón (2)	entonces	ir
	correr (5)	entre	
bajar	cortar	entregar	jamás
bajo	cosa (1)	enviar	joven (4)
bastante (2)	crear	escribir	junto
bastar	criado	escuchar	
beber	cuarto (5)	esperanza (2)	lágrima
bello (3)	cubrir	esperar	lado
besar	cuenta	espíritu	largo
bien	cuerpo (5)	esposo	leer
blanco	cuidado	estado (3)	lejos (4)
boca (1)	cumplir	estar	lengua
bonito (1)		evitar	levantar
brazo	chico (1)	extraño	ley

libre	negro	procurar	suelo
libro	ni	pronto	sueño (3)
loco	ninguno	propio	suerte
lograr	niño (3)	propósito	suponer
luego	noche (1)	pueblo	
lugar	nombre	puerta	tal (1)
luz (2)	nuevo	pues	también
	nunca	punto	tarde
	objeto (4)		temer
llamar (3)	obra	quedar	tener
llegar (3)	ofrecer	querer	término
llenar	oír	quien	tiempo (2)
lleno (3)	ojo (4)	quitar	tierra (5)
llevar	olvidar	quizá(s)	tío (2)
llorar	orden		tocar
	oro	real (5)	todavía
madre	otro	recibir	todo (3)
malo		recoger	tomar
mandar	padre	recordar	trabajar
mano (1)	pagar	referir	trabajo
mañana	país	reír	traer
mar	palabra	rey (5)	tratar
marido	pan	río (5)	triste
más	papel	romper	
matar	parecer	rostro (5)	último
mayor	partir		único (2)
medio (3)	pasar	saber	unir
mejor (5)	paso	sacar	
menos	patria	salir	valer
merecer	paz (2)	sangre	valor
mes	pecho	santo	vecino (4)
mesa	pedir	seguir	vencer
meter	pena	según	venir
miedo (3)	pensamiento	seguro	ver
mientras	pensar	semejante	verdad (4)
mirar	peor (5)	sentar	verdadero
mismo	pequeño	sentido	vestir
morir	perder	señalar	vez (4)
mostrar	perdonar	ser	viaje (4)
mozo	pero (5)	siempre	vida
mucho (1)	pesar	siglo (4)	viejo (4)
muchacho (1)	pie	siguiente	viento
muerte	piedra	sin (1)	vino
mujer	placer	sino	vista
mundo	pobre	sitio (2)	vivir
muy	poco (2)	sobre	vivo
nacer	poder	sol (2)	voluntad
nada (3)	poner	soler	volver
nadie (3)	preciso	sombra	voz (4)
naturaleza (2)	preguntar	subir	
necesitar	príncipe (2)	suceder	ya
negar	principio		

The following are suggestions for the presentation of vocabulary. During the first five days of the course, when attention is largely devoted to pronunciation, twenty words illustrative of the sounds under discussion should be taken from the list given above and assigned to the student for memorizing. Easy combinations should be studied first: for example, the words marked (1) in the preceding list should be assigned for the first day; for

the second day c-z, t (words marked 2); for the third day, d, ll, ñ (words marked 3); for the fourth day, b-v, g-j (4); for the fifth day r, rr (5).

As words from the minimum list occur in the grammar or reader, the students should be required to underline them and note any variation in meaning. Have the students classify words; parts of body, clothing, food, colors, family relationships, architectural and building terms, natural phenomena, etc. (In this connection Meras and Roth, *Pequeño Vocabulario* (Heath) is recommended.); lists of synonyms and antonyms; lists of words with a common root. Have an occasional "vocabulary bee." Words once assigned or encountered in the text should be used frequently in oral and written quizzes. Toward the end of the term words not previously learned should be memorized.

3. *Articles*. Forms. Contractions with *a* and *de*.

4. *Nouns*. Formation of plural.

5. *Adjectives*. Masculine and feminine forms; principles of agreement. Formation of plural. Position of adjectives. Comparison of adjectives. Cardinal numerals, 1 to 100. Demonstrative adjectives.

6. *Pronouns*. Knowledge of the forms used as subject and object, direct and indirect (except reflexive) of a verb; their position; forms used as object of a preposition. Demonstrative Pronouns.

7. *Verbs*. Knowledge of the regular verbs, radical changing verbs, and the irregular verbs, *ser, tener, ir, haber, decir, estar, ver, saber, hacer, querer, poder, dar, venir, poner*, in the following tenses of the indicative; present, preterite, present, perfect, future, and imperfect; (See E. C. Hills and J. O. Anderson, *Frequency of Verbs and Tenses in Recent Spanish Plays*. Hispania, XIII; 413-415.); the meaning of the tenses; and ability to demonstrate this knowledge by understanding, writing, and speaking simple sentences illustrating their use.

8. *Prepositions*. The use of *a* before a personal direct object.

9. *Adverbs*. Their formation.

Knowledge of this "minimum" should be tested by frequent vocabulary drill, oral and written; by frequent simple composition; dictation; and reading aloud for comprehension.

Expected Achievement

1. *Reading*. Development of ability to read simple Spanish prose of the type represented in the list of readers given under recommended texts. Reading of 100 to 150 pages from this list.

2. *Comprehension*. Development of ability to understand short units of expression, such as subject-verb-object, when spoken at a moderate speed.

3. *Oral and written composition*. Development of ability to use the vocabulary of this year, orally or in writing.

4. It is desirable that some knowledge of the geography of Spain and South America should be acquired.

THE SECOND YEAR

Indispensable Minimum

1. *Pronunciation*. Continuation of the work as outlined for the first year, with special attention to short units of expression.

2. *Vocabulary*. Recognition and reproduction knowledge of the words listed for the first year, and the following additional 400 words:

abajo	bosque	débil	golpe
abrazar	breve	dedo	gota
abuelo	brillar	demasiado	grado
aceite	burla	desaparecer	grandeza
aconsejar	burlar	descansar	griego
acordar		descanso	gritar
acostumbrar	cabello	desgracia	grito
adelantar	cadena	desgraciado	guiar
adiós	café	despedir	
adquirir	caída	despreciar	habitación
afligir	caja	destruir	hacienda
agradecer	calor	diablo	hambre
aguardar	cama	diario	hecho
ahí	cambiar	dicha	helar
ala	cambio	dichoso	herida
alcalde	cansar	diente	herir
alegrar	cantidad	difícil	hermosura
alegre	capaz	dudar	hierro
alegría	capítulo		hogar
alejar	cárcel	ejercer	hoja
aliento	cargar	ejército	hombro
alrededor	cargo	empresa	hondo
altura	cariño	encender	huerta
alumbrar	carrera	encuentro	hueso
amargo	carro	engaño	huevo
amargura	castellano	enojo	humo
amenazar	castigar	enseñanza	hundir
amistad	castigo	enseñar	
ancho	célebre	entrada	iglesia
animar	cercano	envolver	impedir
ánimo	ciego	escaso	infeliz
apagar	cocer	escoger	interrumpir
aprender	colgar	esconder	inútil
aprovechar	cometer	escritor	invierno
árbol	comida	escuela	isla
arrancar	compañero	esfuerzo	izquierdo
arrastrar	comparar	espada	
arreglar	comprar	espalda	jardín
arriba	conde	espeso	jefe
asegurar	conducir	establecer	juego
asiento	confianza	estilo	juez
asistir	conocimiento	estrecho	jugar
atar	consejo	estrella	juicio
atender	consuelo	estudiar	jurar
atrás	contener	explicar	juventud
atravesar	convencer	extranjero	
aumentar	corriente		labio
auxilio	corto	falda	ladrón
azúcar	costa	fama	lanzar
azul	costar	feo	lástima
	crecer	fiar	lavar
bailar	cruz	fiel	lejano
bañar	cuadro	fiesta	lento
barba	cuello	fijar	leve
batir	cuento	fijo	librar
belleza	culpa	fingir	ligero
beso	cura	fuelle	limpio
bien		fundar	lindo
boda	daño		locura
bondad	deber	gastar	lucha

luchar	pegar	respirar	sorpresa
luna	peligro	respuesta	sospechar
	peligroso	retrato	sostener
llave	periódico	rincón	suceso
	permanecer	riqueza	suelto
mal	perro	risa	suspirar
maldecir	pertenecer	rodar	
mantener	peso	rodear	tabla
máquina	piel	rodilla	tampoco
maravilla	pieza	rogar	tardar
medida	pintar	rojo	temblar
medir	plata	ropa	temor
mejorar	plaza	ruido	temprano
mentir	pluma		terreno
mentira	poderoso	sabio	tesoro
mirada	polvo	sagrado	testigo
misa	porvenir	sal	tienda
mitad	poseer	sala	tierno
montaña	precio	salida	tirar
montar	pregunta	saltar	tonto
	prestar	salud	torno
negocio	primo	saludar	toro
nombrar	prisa	salvar	torre
novio	privar	satisfacer	traje
nube	probar	seco	tras
	prometer	semana	trato
obedecer	proponer	sencillo	tristeza
obtener	prueba	seno	turbar
oculto	puerto	señal	
oficio	punta	señas	útil
olor		ser	
oponer	quejarse	silla	vacío
oración	quemar	siquiera	vaso
oreja	querido	soberbio	vela
orgullo		sobrino	vender
orilla	rama	soldado	venganza
	rato	soledad	ventana
página	rayo	soltar	ventura
pájaro	raza	sombrero	verano
pared	reconocer	sonar	veras; de—,
partida	recuerdo	sonido	vestido
partido	regla	sonreír	viudo
pasear	reina	soñar	volar
paseo	reino	sordo	voto
pedazo	reñir	sorprender	vuelta

3. *Adjectives.* Numerals above 100. Indefinite adjectives. Ordinal numerals, first to fifth.

4. *Pronouns.* Indefinite and interrogative pronouns. Reflexive pronouns. Use and meaning with the verbs *acordar, acostar, apresurar, despedir, detener, divertir, equivocar, ir, levantar, llamar, poner, sentar, servir, ventir*; and with other verbs as a substitute for the passive.

5. *Verbs.* Knowledge of the verbs given for the first year; verbs in *-cer*; orthographic changing verbs; and the following irregular verbs—*venir, poner, oír, traer, salir*—in all persons and tenses, indicative and subjunctive (except future subjunctive and pluperfect indicative in *-ra*). Knowledge of the use of the conditional; of the subjunctive as imperative; with verbs of

command, demand, request, prohibition; after expressions of feeling, denial, or doubt; with relative pronouns; with conjunctions; with impersonal expressions; and in contrary to fact conditions.

6. *Prepositions and conjunctions.* Understanding of the principal differences between *por* and *para*.

7. *Idioms.*

hacer

hace buen tiempo, mal tiempo, frío, calor, fresco, etc.

hace una hora, ocho días, un mes, un año, etc.

hágame el favor

hacer un viaje

hacer falta a

Hace que + present (imperfect) tense

tener

tener, frío, calor, sed, hambre, etc.

tener (dos) años, etc.

tener que (trabajar), etc.

tener (dos lecciones) que (estudiar), etc.

tener razón

¿Qué tiene usted?

tener la bondad de

tener cuidado

tener prisa

dar

dar un paso

dar la hora

pensar

pensar en

pensar de

haber

no hay de que

¿Qué hay?

hay que (hacerlo), etc.

hay (dos hombres aquí), etc.

ha de (salir mañana), etc.

hay polvo, etc.

no poder menos de

creo que sí (no)

querer decir

tardar en

llegar a ser

perder cuidado

valer la pena

importar + ind. obj.

ya lo creo

gustar

le gusta (el libro), etc.

acabar de

acaba de (levantarse), etc.

al + infinitive

al volver, etc.

en seguida

sobre todo

tal vez

de repente, de prisa

de vez en cuando

Knowledge of this minimum should be tested as recommended for the "indispensable minimum" of the first year.

Expected Achievement

1. *Reading.* Development of ability to read simple Spanish prose of moderate difficulty. Reading of 125 to 175 pages.
2. *Comprehension.* Ability to understand short sentences when spoken at a normal rate of speed.
3. *Oral and Written Composition.* Development, as time allows, of ability to express one's self orally and in writing within the limits of the vocabulary of the two years.
4. *General.* Some information about Spanish literature, history, and customs.

METHODS OF PROCEDURE

Pronunciation. Pronunciation drill after the first week should be devoted almost exclusively to groups of words (units of expression), the errors carefully checked, with repetition by the student until a reasonably correct pronunciation of the particular group of words is obtained.

Grammar. Constant attention to the "indispensable minimum" with frequent reviews of points not clearly understood by a majority of the class. Neat exercise books generally mean good preparation, but too much time should not be spent in formal note-book work and in writing sentences on the board. If written work is required, it should be carefully checked. Frequent reviews and constant check on the progress of the class are strongly urged. Tests in the conjugation of verbs should be infrequent; students should have a practical knowledge of the tenses rather than an ability to reproduce paradigms. Recitation of the Spanish exercises in the grammar, with the book closed, is a valuable practice in comprehension. Free composition is not recommended unless students can be given individual attention.

Vocabulary. Students should be encouraged to use economical methods of study, such as the use of mnemonic devices, association of Spanish words with their English equivalent and with similar words in Spanish.

Translation. Students should be prepared to translate in full at all times, but formal translation should be used mainly to test accuracy and preparation. Practice in comprehension of word groups can be obtained by the teacher's reading aloud sentences from the grammar, or selected passages from the reader in which complex sentences have been reduced to simple sentences. Students should not be expected to know rare words.

Dictation. Dictation should be carefully checked, the mistakes clearly pointed out, and passages missed by a majority of the class repeated on other occasions.

Conversation. Conversation should be confined to simple questions and answers and should be practiced sparingly, except when the class is small and of unusual excellence. If students understand the language when spoken, some degree of proficiency in rejoinder can be taken for granted.

General. Variation of the lesson from time to time tends to prevent it from becoming stereotyped. Written work promptly returned with the mistakes explained is encouraging to the student. Memorizing of short passages

in prose or poetry will be found helpful in the acquirement of pronunciation and vocabulary alike.

The direct method is not recommended except for classes of fifteen or less, and then only when the teacher has had the advantage of residence abroad.

When Spanish Should Be Taught. Spanish should be taught in the last two years of the high school course in order to permit no break in the continuity of instruction in case the student continues his work in college. In the larger schools a three-year course in Spanish is desirable whenever an exceptionally good teacher is available.

Texts. The use of one of the following classifications is recommended:

1. Grammar. Reading. (Essentials of grammar in the first year followed by reading. Wider reading in the second year followed by a review of grammatical principles.)

First Year

Leavitt and Stoudemire, *Elements of Spanish*. Holt.

Tardy, *Easy Spanish Reader*. Tardy Publishing Co., Austin, Texas.

Weisinger and Johnson, *A First Reader in Spanish*. Doubleday.

Pittaro and Green, *Cuentos contados*. Heath.

Second Year

Tardy, *Second Spanish Reader*. Tardy Publishing Co.

Castillo and Sparkman, *España en América*. Heath.

Weems, *Un verano en España*. Heath.

Walsh, *Por España*. Allyn.

Castillo and Sparkman, *La Nela*. Heath.

Review of *Elements of Spanish*.

2. Grammar combined with reading.

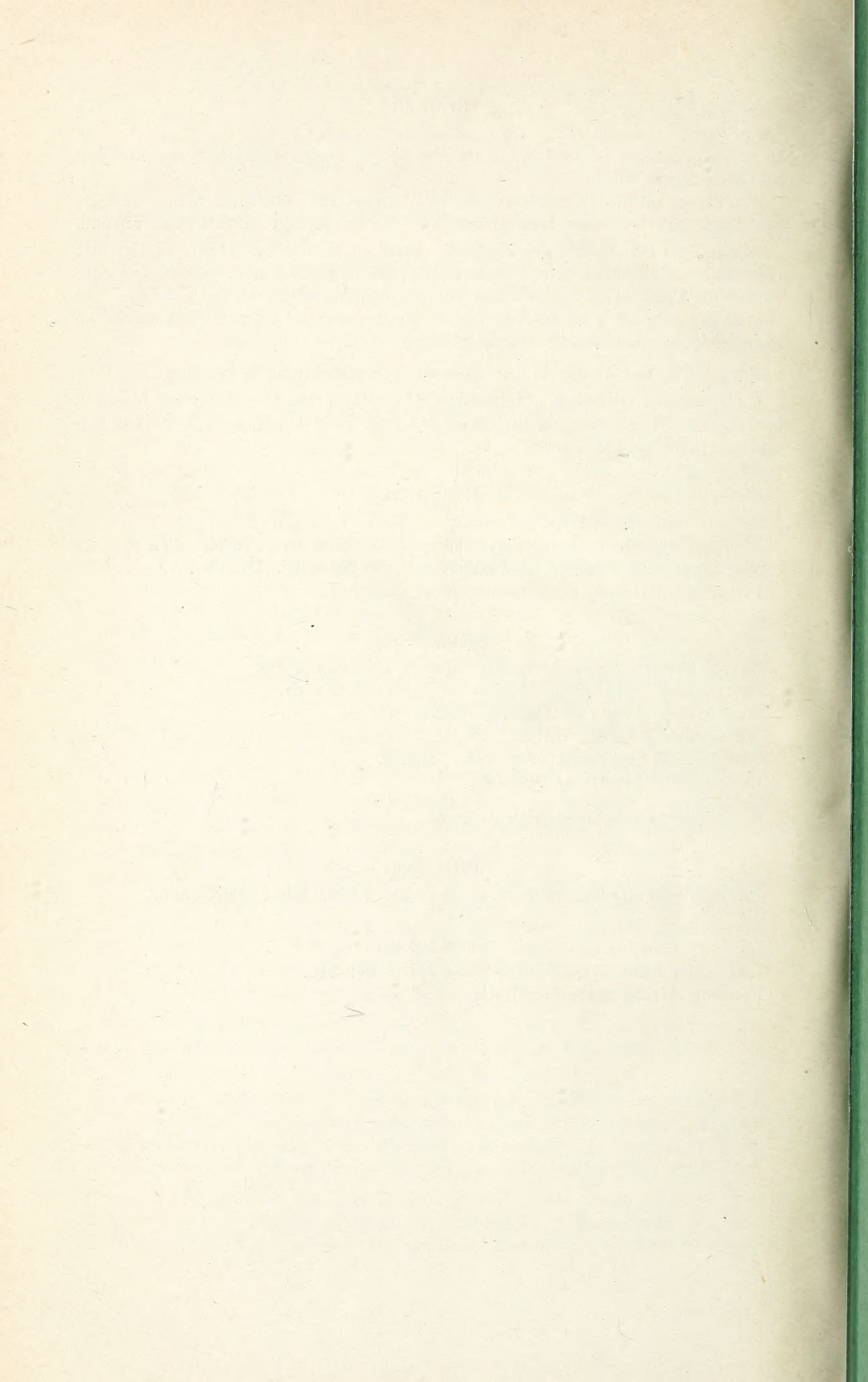
First Year

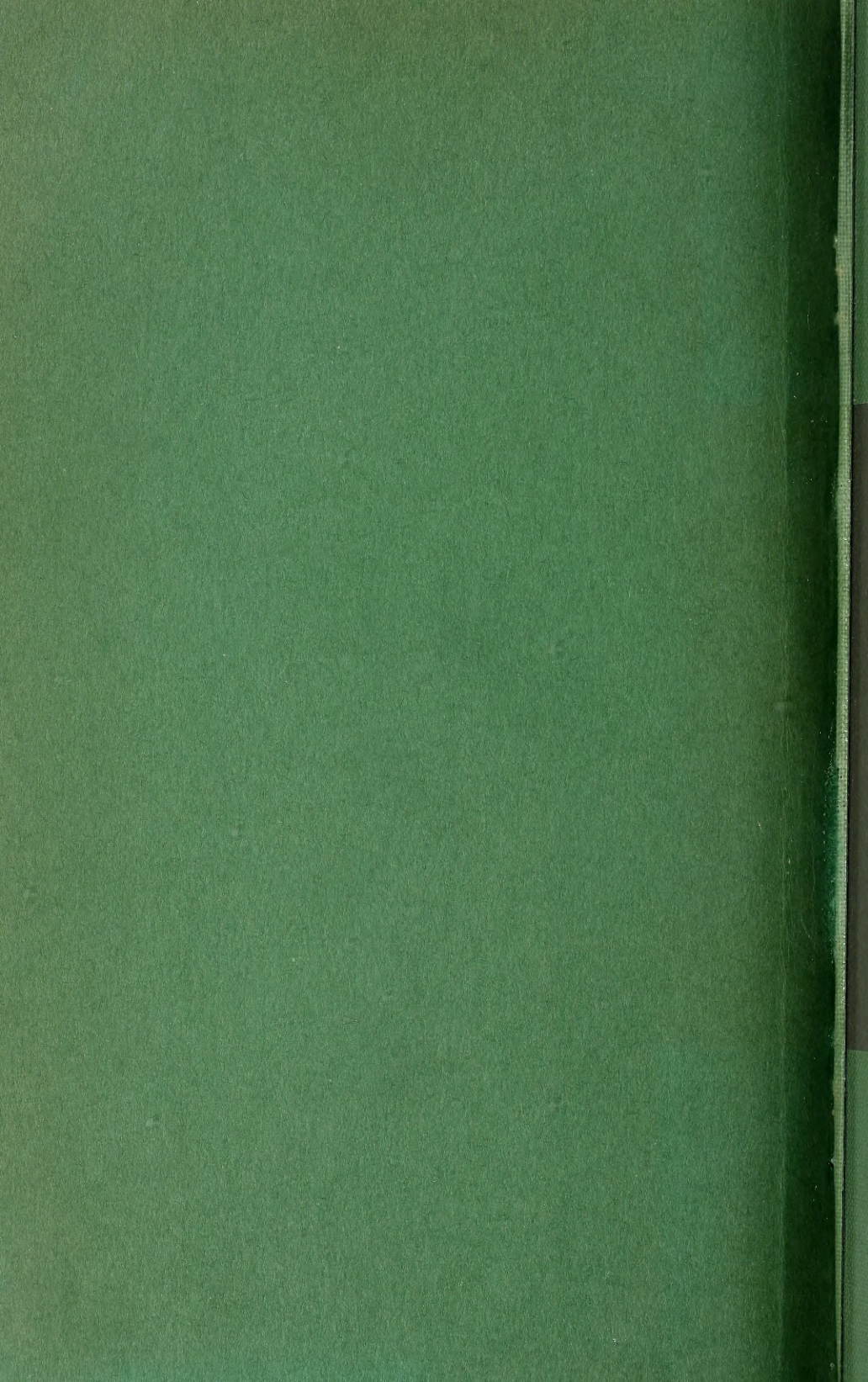
Literature and Life, Spanish Book I, pp. 1-242. Scott, Foresman.

Second Year

Literature and Life, Spanish Book I, pp. 242-388.

Reading (from preceding list).





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